

THE
FIFTY-EIGHTH REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND
(FOR THE YEAR 1891).

Presented to both Houses of Parliament by Command of Her Majesty.



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Dublin Castle,

21st *July*, 1892.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 19th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Commissioners of National Education in Ireland for the year 1891.

I am, Gentlemen,

Your obedient Servant,

W. RIDGEWAY.

The Secretaries to the Commissioners
of National Education.

THE
FIFTY EIGHTH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1891.

TO
HIS EXCELLENCY LAWRENCE DUNDAS, EARL OF
ZETLAND,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

1. WE, the Commissioners of National Education in Ireland, submit to your Excellency this our Fifty-eighth Report. In this Report all statements connected with the expenditure of the public grants refer to the year ended 31st March, 1892; but the statistics connected with the number of schools, number of pupils on the rolls, the average daily attendance, and the results of the Inspectors' examinations, refer to the year ended 31st December, 1891.

SCHOOLS AND ATTENDANCE.

2. On the 31st of December, 1891, we had 8,346 schools on the Operation List. During the year 125 schools, most of which Increase of Schools. had been inoperative for a considerable time, were struck off the Roll or suspended, or became amalgamated with other National schools; 173 schools were brought into operation—viz., 76 non-vested, and 97 vested, giving a net increase of 48 schools as compared with 1890. Thirty of the schools which were brought into operation had been previously in connexion with the Board, but for various causes the grants had been withdrawn.

3. The number of pupils on rolls who made at least one attendance within the last fourteen days (fortnight) of the month immediately preceding the Results Examination in each school during the year ended 31st December, 1891, was 700,670.* Attendance on last 14 days of results period.

* The number of pupils on rolls who made any attendance at our schools between 1st of January, 1891, and 31st of December, 1891, was 1,022,361.

Attend-
ances.

4. The average daily attendance of scholars at the National Schools in 1891 was—Of boys 249,718; of girls 256,618; or a total of 506,336. This was an increase of 17,192 in the total as compared with 1890. Taking into consideration the prevalence of epidemics in most parts of the country during the year, this substantial increase cannot but be regarded as satisfactory. The per-centage of average attendance of pupils for the year to the number on the rolls who attended on any of the last fourteen days of the month preceding the annual examinations was 72·2. This per-centage in 1890 was 70·4. Accommodation was provided for 789,228 scholars.

Number of
schools in
operation,
and average
daily
attendance.

5. The following Table exhibits the number of National Schools as specified in our several Reports, with the average attendance for each of the last twenty years, to 31st of December, 1891:—

| YEAR. | No. of Schools in Operation. | No. of Children in Average Attendance. | YEAR. | No. of Schools in Operation. | No. of Children in Average Attendance. |
|-------|------------------------------------|--|-------|------------------------------------|--|
| 1872, | 7,050 | 355,821 | 1882, | 7,705 | 469,192 |
| 1873, | 7,160 | 373,371 | 1883, | 7,752 | 467,704 |
| 1874, | 7,257 | 395,390 | 1884, | 7,832 | 492,928 |
| 1875, | 7,267 | 389,961 | 1885, | 7,936 | 502,454 |
| 1876, | 7,334 | 416,586 | 1886, | 8,024 | 490,484 |
| 1877, | 7,370 | 418,063 | 1887, | 8,112 | 515,388 |
| 1878, | 7,443 | 437,252 | 1888, | 8,196 | 493,883 |
| 1879, | 7,522 | 435,054 | 1889, | 8,251 | 507,865 |
| 1880, | 7,590 | 468,557 | 1890, | 8,298 | 489,144 |
| 1881, | 7,648 | 453,567 | 1891, | 8,346 | 506,336 |

Vested
schools.

6. Our grant towards the erection of Vested Schools is two-thirds of the authorized cost. At the termination of the year 1891 we had on our list 3,198 vested schools, classified, viz:—

| | | | | |
|--------------------------|---|---|---|-------|
| (a) Vested in Trustees, | . | . | . | 2,195 |
| (b) Vested in our Board, | . | . | . | 1,003 |
| Total, | . | . | . | 3,198 |

In 210 cases the Vested Schools are in various stages of progress towards completion; there are also 151 on the "Suspended List," chiefly owing to failure to maintain the minimum average daily-attendance of Scholars; and there are 10 vested Model School Departments which owing to similar failure have been amalgamated with adjoining departments of Model Schools.

7. The number of non-vested schools in connexion with us on the 31st of December, 1891, was 5,519. Number non-vested.

8. The number of applications for grants to new schools dealt with in the year 1891 was 135. In 119 cases we gave the required assistance, either as grants for building, or as grants in aid of the maintenance of non-vested schools. The remaining 16 applications were rejected. Of the 119 Schools added to our list during the year 1891, the number in each Province, and the nature of the Aid granted, were as follows:— Grants to new schools.

| PROVINCE. | Grants in aid of maintenance of Non-vested Schools. | Towards Building and Furnishing Vested Schools. | Total. |
|---------------|---|---|--------|
| Ulster, . . | 31 | 11 | 42 |
| Munster, . . | 6 | 27 | 33 |
| Leinster, . . | 11 | 9 | 20 |
| Connaught, . | 5 | 19 | 24 |
| Total, . . | 53 | 66 | 119 |

For some years past, Managers of Schools and other persons interested in the promotion of National Education, have evinced considerable activity in the establishment of Vested Schools, either to replace old and unsuitable Non-Vested houses or to supply school accommodation in districts where the means of education had not hitherto existed.

In the year 1881 the number of Vested Schools was 2,085, whilst in 1891 the number, as above stated, was 3,198.

In 1886-7, owing to representations which we made to the Lords of Her Majesty's Treasury as to the commanding importance of this branch of the service, the Parliamentary Grant for the erection of new Schoolhouses was increased to £30,000. In

1887-8 also the grant was £30,000. But this provision was found to be quite unequal to the necessities of the country.

In 1888-9, the Parliamentary Vote accordingly was augmented to £40,000, and this amount was repeated in the votes for 1889-90, and for 1890-1.

However, when, in 1891-2, applications from Managers for grants were rapidly multiplying, the vote was unfortunately reduced by the Treasury to £30,000.

Very soon afterwards, it transpired that the Board of Works, upon whom rests the responsibility of carrying the building grants into execution, ascertained that their engagements, owing to unliquidated obligations of the previous and other years, would at once absorb the whole of the £30,000. Accordingly, in the early part of the year 1891 we were called upon to suspend the making of grants towards the erection of new schoolhouses—an eventuality, which, in the interests of education, we could not fail to deplore.

Loans for
Non-vested
Schools
(Rule 250)

The number of applications received in 1891 for loans for the erection or improvement of non-vested schools, under the Act of 1884, 47 & 48 Vic., cap. 22, was 12 ; of which number 11 were favourably considered by us, and sent forward to the Board of Works for completion. The loans are repayable at 5 per cent. per annum (principal and interest included) in 35 years.

Residences
for
Teachers.
30 & 39
Vic., c. 82;
42 & 43
Vic., c. 74;
47 & 48
Vic., c. 45,
Rule 249.

9. The number of applications received in 1891 for loans to provide Teachers' Residences was 84, of which 79 were approved.

The total number of applications since the commencement of the Act in 1875 for loans to provide Teachers' Residences was 981, of which 935 were favourably entertained.

The total number of applications for *grants* towards providing residences in connexion with Vested Schools since 1875 was 107, of which 72 were sanctioned.

10. The number of free residences throughout Ireland, provided without aid from the State (exclusive of Convent, Monastery, Model, and Workhouse National Schools), is 1,371. Adding the numbers provided by grant or loan, there is a gross total of 2,378 residences provided for principal teachers of National Schools.

11. The next Table shows the religious denominations of the Managers of the new schools (see paragraph 8), distinguishing Clerical from Lay.

Religion of
Managers
of New
Schools.

| Religious Denominations. | Clerical. | | Lay. | | Total. | |
|--------------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | No. of Managers. | No. of Schools. | No. of Managers. | No. of Schools. | No. of Managers. | No. of Schools. |
| R.C.,* | 53 | 69 | 4 | 4 | 57 | 73 |
| E.C.,* | 26 | 29 | 2 | 2 | 28 | 31 |
| Pres.,* | 5 | 6 | 2 | 2 | 7 | 8 |
| Meth,* | 1 | 1 | — | — | 1 | 1 |
| "Others,"* | 2 | 5 | — | — | 2 | 5 |
| — (Official),† | — | — | 1 | 1 | 1 | 1 |
| Total, | 87 | 110 | 9 | 9 | 96 | 119 |

* Throughout this Report "R.C." denotes Roman Catholics; "E.C.," members of the late Established Church; "Pres.," Presbyterians, "Meth.," Methodists, and "Others," persons of other religious denominations.

† Trim District Union (Workhouse) School, Female Department.

ATTENDANCE, SEX, AND RELIGIOUS DENOMINATION OF PUPILS.

12. The next table shows the distribution of schools according to counties and provinces, and the attendance, sex, and religious denominations of pupils for all schools from which returns were received for the year ended 31st December, 1891.

Operation
Schools,
attendance,
&c.

[TABLE.]

TABLE showing the total number of Schools in each County; the Rolls; the Religious Denominations of these Pupils; the average

| PROVINCES AND COUNTIES. | Total Number of Schools in County. | Total Number of Schools from which Returns have been received. | Attendance | | |
|---|---|--|---|----------|-----------|
| | | | Total Number of Pupils on Rolls within the Year 1891, who made at least one Attendance. | | |
| | | | Males. | Females. | Total. |
| ULSTER: | | | | | |
| Antrim, | 657 | 654 | 53,928 | 50,501 | 104,429 |
| Armagh, | 266 | 264 | 16,519 | 15,158 | 31,677 |
| Cavan, | 294 | 292 | 13,851 | 13,127 | 26,978 |
| Donegal, | 411 | 406 | 21,092 | 19,197 | 40,289 |
| Down, | 470 | 470 | 30,521 | 27,790 | 58,311 |
| Fermanagh, | 181 | 177 | 7,995 | 7,228 | 15,223 |
| Londonderry, | 286 | 286 | 16,562 | 15,067 | 31,629 |
| Monaghan, | 183 | 182 | 9,701 | 9,329 | 19,030 |
| Tyrone, | 377 | 376 | 18,124 | 17,410 | 35,534 |
| Total, | 3,125 | 3,107 | 188,293 | 174,807 | 363,100 |
| MUNSTER: | | | | | |
| Clare, | 247 | 246 | 14,614 | 14,597 | 29,211 |
| Cork, | 749 | 737 | 47,789 | 49,823 | 97,612 |
| Kerry, | 348 | 348 | 22,412 | 23,199 | 45,611 |
| Limerick, | 260 | 258 | 16,591 | 18,137 | 34,728 |
| Tipperary, | 318 | 314 | 17,486 | 19,066 | 36,552 |
| Waterford, | 135 | 134 | 7,969 | 10,412 | 18,381 |
| Total, | 2,057 | 2,037 | 126,861 | 135,234 | 262,095 |
| LEINSTER: | | | | | |
| Carlow, | 76 | 74 | 3,822 | 3,860 | 7,682 |
| Dublin, | 297 | 296 | 31,522 | 36,357 | 67,879 |
| Kildare, | 109 | 108 | 5,657 | 6,124 | 11,781 |
| Kilkenny, | 184 | 183 | 9,695 | 9,338 | 19,033 |
| King's, | 117 | 116 | 6,244 | 6,456 | 12,700 |
| Longford, | 110 | 110 | 6,022 | 5,895 | 11,917 |
| Louth, | 103 | 102 | 6,359 | 7,059 | 13,418 |
| Meath, | 183 | 183 | 8,659 | 8,631 | 17,290 |
| Queen's, | 121 | 121 | 6,527 | 6,262 | 12,789 |
| Westmeath, | 134 | 134 | 6,467 | 6,681 | 13,148 |
| Wexford, | 164 | 161 | 8,882 | 9,939 | 18,821 |
| Wicklow, | 118 | 118 | 5,903 | 5,518 | 11,421 |
| Total, | 1,716 | 1,706 | 105,659 | 112,320 | 217,979 |
| CONNAUGHT: | | | | | |
| Galway, | 409 | 409 | 26,117 | 25,818 | 51,935 |
| Leitrim, | 196 | 194 | 10,262 | 9,656 | 19,918 |
| Mayo, | 395 | 394 | 27,919 | 26,971 | 54,890 |
| Roscommon, | 238 | 238 | 15,000 | 14,300 | 29,300 |
| Sligo, | 210 | 208 | 11,838 | 11,306 | 23,144 |
| Total, | 1,448 | 1,443 | 91,136 | 88,051 | 179,187 |
| ULSTER, | 3,125 | 3,107 | 188,293 | 174,807 | 363,100 |
| MUNSTER, | 2,057 | 2,037 | 126,861 | 135,234 | 262,095 |
| LEINSTER, | 1,716 | 1,706 | 105,659 | 112,320 | 217,979 |
| CONNAUGHT, | 1,448 | 1,443 | 91,136 | 88,051 | 179,187 |
| IRELAND, | 8,346 | 8,293 | 511,949 | 510,412 | 1,022,361 |
| Per-centage to total on rolls, | - | - | 50.1 | 49.9 | - |

number from which Returns were received; the total number of Pupils on the number on the Rolls; and the average Daily Attendance for the year 1891.

for the Year 1891.

| Religious Denominations of the Total Number on the Rolls for the Year 1891, who made at least one Attendance. | | | | | | Average Number on the Rolls for the Year 1891. | Average Daily Attendance for the Year 1891. | PROVINCES AND COUNTIES. |
|---|---------|---------|--------|---------|-----------|--|---|----------------------------------|
| R.C. | E.C. | Pres. | Meth. | Others. | Total. | | | |
| 26,170 | 23,779 | 48,531 | 3,686 | 2,263 | 104,429 | 74,623 | 47,819 | ULSTER: |
| 14,541 | 10,294 | 5,395 | 1,176 | 271 | 31,677 | 25,191 | 15,494 | Antrim. |
| 21,864 | 4,002 | 926 | 182 | 4 | 26,978 | 22,401 | 12,820 | Armagh. |
| 31,334 | 4,562 | 3,955 | 421 | 17 | 40,289 | 31,445 | 17,367 | Cavan. |
| 14,271 | 13,736 | 26,809 | 1,610 | 1,880 | 58,311 | 45,426 | 29,193 | Donegal. |
| 8,481 | 5,810 | 291 | 637 | 4 | 15,223 | 12,369 | 7,315 | Down. |
| 13,252 | 6,405 | 11,441 | 209 | 322 | 31,629 | 24,690 | 15,000 | Fermanagh. |
| 13,898 | 2,583 | 2,471 | 62 | 16 | 19,030 | 15,790 | 9,165 | Londonderry. |
| 18,787 | 8,481 | 7,451 | 613 | 222 | 35,534 | 28,143 | 16,565 | Monaghan. |
| 162,578 | 79,652 | 107,270 | 8,596 | 5,004 | 363,100 | 280,078 | 170,738 | Tyrone. |
| | | | | | | | | Total. |
| 28,708 | 456 | 41 | 3 | 3 | 29,211 | 24,902 | 15,224 | MUNSTER: |
| 91,630 | 5,099 | 298 | 404 | 181 | 97,812 | 82,438 | 54,993 | Clare. |
| 44,628 | 932 | 17 | 15 | 19 | 45,611 | 39,468 | 25,302 | Cork. |
| 33,673 | 816 | 74 | 108 | 55 | 34,728 | 29,661 | 19,239 | Kerry. |
| 35,278 | 1,173 | 31 | 59 | 11 | 36,552 | 30,683 | 19,457 | Limerick. |
| 17,829 | 424 | 33 | 54 | 41 | 18,381 | 14,922 | 9,365 | Tipperary. |
| 251,748 | 8,900 | 494 | 643 | 310 | 262,095 | 222,074 | 143,600 | Waterford. |
| | | | | | | | | Total. |
| 6,966 | 699 | 5 | 13 | - | 7,683 | 6,520 | 3,961 | LEINSTER: |
| 58,455 | 7,705 | 989 | 349 | 381 | 67,879 | 48,453 | 31,227 | Carlow. |
| 10,820 | 826 | 93 | 6 | 36 | 11,781 | 9,644 | 5,890 | Dublin. |
| 18,554 | 627 | 29 | 16 | 7 | 19,233 | 16,126 | 10,281 | Kildare. |
| 11,732 | 850 | 78 | 29 | 11 | 12,700 | 10,582 | 6,245 | Kilkenny. |
| 10,927 | 880 | 70 | 38 | 2 | 11,917 | 9,916 | 5,580 | King's. |
| 12,431 | 643 | 197 | 41 | 6 | 13,318 | 11,196 | 7,003 | Longford. |
| 16,306 | 902 | 77 | - | 5 | 17,290 | 14,566 | 9,385 | Louth. |
| 11,362 | 1,327 | 40 | 50 | 10 | 12,789 | 10,626 | 6,392 | Meath. |
| 12,630 | 438 | 53 | 26 | 1 | 13,148 | 11,196 | 6,953 | Queen's. |
| 17,632 | 1,138 | 34 | 13 | 4 | 18,821 | 15,685 | 9,675 | Westmeath. |
| 9,892 | 1,364 | 73 | 76 | 16 | 11,421 | 9,492 | 5,968 | Wexford. |
| 197,707 | 17,399 | 1,739 | 656 | 479 | 217,979 | 174,002 | 108,560 | Wicklow. |
| | | | | | | | | Total. |
| 51,333 | 507 | 77 | 16 | 2 | 51,935 | 42,225 | 23,536 | CONNAUGHT: |
| 18,021 | 1,725 | 24 | 136 | 12 | 19,918 | 17,106 | 9,802 | Galway. |
| 53,962 | 716 | 173 | 21 | 18 | 54,890 | 45,096 | 25,111 | Leitrim. |
| 28,632 | 571 | 78 | 3 | 16 | 29,300 | 24,409 | 13,515 | Mayo. |
| 21,464 | 1,413 | 133 | 75 | 59 | 23,144 | 19,828 | 11,474 | Roscommon. |
| 173,412 | 4,932 | 485 | 251 | 107 | 179,187 | 148,664 | 83,438 | Sligo. |
| | | | | | | | | Total. |
| 162,578 | 79,652 | 107,270 | 8,596 | 5,004 | 363,100 | 280,078 | 170,738 | ULSTER. |
| 251,748 | 8,900 | 494 | 643 | 310 | 262,095 | 222,074 | 143,600 | MUNSTER. |
| 197,707 | 17,399 | 1,739 | 656 | 479 | 217,979 | 174,002 | 108,560 | LEINSTER. |
| 173,412 | 4,932 | 485 | 251 | 107 | 179,187 | 148,664 | 83,438 | CONNAUGHT. |
| 785,445 | 110,683 | 109,987 | 10,146 | 5,900 | 1,022,861 | 824,818 | 506,336 | IRELAND. |
| 76.8 | 10.6 | 10.8 | 1.0 | 0.6 | - | - | - | { Per-centage to total on rolls. |

* Per-centage of average attendance to average number on Rolls, 62.4.

13. TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls
Mixed Attendance of ROMAN

| PROVINCES AND COUNTIES. | Total No. of Mixed Schools. | Under Roman Catholic Teachers. | | | | | | | Under | |
|-------------------------------|--------------------------------------|--------------------------------|---------|--------|----------|-------------|---------|---------|--------------------|--------|
| | | No. of Schools. | R.C. | E.C. | Protest. | Methodists. | Others. | Total. | No. of Schools. | R.C. |
| ULSTER. | | | | | | | | | | |
| Antrim, . . . | 314 | 80 | 7,996 | 296 | 650 | 5 | 33 | 8,980 | 227 | 1,991 |
| Armagh, . . . | 145 | 51 | 5,629 | 454 | 153 | 23 | 8 | 6,277 | 89 | 907 |
| Cavan, . . . | 189 | 130 | 11,773 | 722 | 93 | 33 | - | 12,621 | 23 | 243 |
| Donegal, . . . | 251 | 155 | 16,335 | 750 | 533 | 25 | 4 | 17,637 | 96 | 2,368 |
| Down, . . . | 264 | 87 | 8,155 | 419 | 771 | 12 | 12 | 9,369 | 174 | 1,412 |
| Fermanagh, . . . | 130 | 76 | 5,706 | 1,020 | 40 | 38 | - | 6,804 | 53 | 790 |
| Londonderry, . . . | 205 | 66 | 6,230 | 342 | 734 | 11 | 7 | 7,324 | 137 | 2,238 |
| Monaghan, . . . | 133 | 84 | 8,768 | 417 | 361 | 6 | 4 | 9,576 | 44 | 434 |
| Tyrone, . . . | 278 | 133 | 10,928 | 1,179 | 758 | 56 | 12 | 12,933 | 143 | 2,098 |
| Total, . . . | 1,878 | 882 | 81,530 | 5,509 | 4,008 | 208 | 80 | 91,515 | 886 | 12,431 |
| MUNSTER. | | | | | | | | | | |
| Clare, . . . | 72 | 71 | 9,685 | 260 | 30 | - | 1 | 9,966 | 1 | 6 |
| Cork, . . . | 230 | 222 | 26,981 | 762 | 32 | 32 | 10 | 29,017 | 13 | 51 |
| Kerry, . . . | 124 | 121 | 18,938 | 475 | 11 | 6 | 3 | 19,483 | 3 | 24 |
| Limerick, . . . | 68 | 65 | 8,793 | 293 | 15 | 3 | 8 | 9,112 | 1 | 6 |
| Tipperary, . . . | 116 | 103 | 11,718 | 460 | 11 | 12 | 10 | 12,211 | 6 | 136 |
| Waterford, . . . | 45 | 44 | 6,056 | 220 | 10 | 10 | 10 | 7,206 | 1 | 54 |
| Total, . . . | 658 | 626 | 85,121 | 2,470 | 99 | 63 | 42 | 87,795 | 25 | 277 |
| LEINSTER. | | | | | | | | | | |
| Carlow, . . . | 34 | 32 | 3,680 | 144 | 2 | - | - | 3,235 | 2 | 18 |
| Dublin, . . . | 162 | 58 | 12,449 | 370 | 39 | 4 | 2 | 12,864 | 30 | 235 |
| Kildare, . . . | 47 | 44 | 5,039 | 150 | 20 | - | 9 | 5,218 | 3 | 6 |
| Kilkenny, . . . | 70 | 67 | 6,791 | 278 | 19 | 5 | 4 | 7,097 | 3 | 137 |
| King's, . . . | 61 | 58 | 6,484 | 242 | 21 | 7 | 9 | 6,763 | 3 | 16 |
| Longford, . . . | 65 | 58 | 6,446 | 301 | 14 | 9 | - | 6,770 | 7 | 125 |
| Louth, . . . | 46 | 39 | 4,310 | 197 | 15 | - | 1 | 4,433 | 7 | 51 |
| Meath, . . . | 73 | 67 | 5,837 | 233 | 12 | - | 5 | 6,087 | 2 | 7 |
| Queen's, . . . | 61 | 57 | 6,483 | 302 | 7 | 2 | - | 6,794 | 4 | 113 |
| Westmeath, . . . | 55 | 54 | 5,819 | 157 | 15 | - | - | 5,991 | 1 | 8 |
| Wexford, . . . | 83 | 74 | 8,917 | 270 | 7 | 3 | 4 | 9,201 | 9 | 53 |
| Wicklow, . . . | 52 | 48 | 4,452 | 212 | 6 | 1 | 1 | 4,672 | 4 | 48 |
| Total, . . . | 749 | 656 | 76,116 | 2,766 | 177 | 31 | 35 | 79,125 | 75 | 837 |
| CONNAUGHT. | | | | | | | | | | |
| Galway, . . . | 100 | 100 | 14,707 | 330 | 31 | 6 | 2 | 15,076 | - | - |
| Leitrim, . . . | 113 | 106 | 10,546 | 625 | 8 | 28 | 4 | 11,211 | 7 | 34 |
| Mayo, . . . | 101 | 92 | 13,326 | 323 | 39 | - | 6 | 13,704 | 9 | 125 |
| Roscommon, . . . | 75 | 71 | 8,426 | 272 | 23 | - | - | 8,721 | 4 | 39 |
| Sligo, . . . | 118 | 112 | 12,001 | 620 | 19 | 30 | 16 | 12,686 | 6 | 36 |
| Total, . . . | 507 | 481 | 59,076 | 2,170 | 120 | 64 | 28 | 61,458 | 26 | 294 |
| GROSS TOTAL, | 3,792 | 2,625 | 361,843 | 13,005 | 4,494 | 366 | 185 | 319,893 | 1,112 | 13,839 |

of the 3,792 SCHOOLS from which Returns have been received, exhibiting a
CATHOLICS and PROTESTANTS.

| Protestant Teachers. | | | | | Under Roman Catholic and Protestant Teachers. | | | | | | | | PROVINCES AND COUNTIES. |
|----------------------|--------|-------|---------|---------|---|-------|-------|-------|-------|---------|--------|--------------|-------------------------------|
| E.C. | Pres. | Metb. | Others. | Total. | No. of Schools. | R.C. | E.C. | Pres. | Metb. | Others. | Total. | | |
| ULSTER. | | | | | | | | | | | | | |
| 9,718 | 19,976 | 1,007 | 871 | 33,563 | 7 | 324 | 950 | 1,149 | 196 | 146 | 2,965 | Antrim. | |
| 4,868 | 8,185 | 432 | 88 | 9,480 | 5 | 90 | 223 | 244 | 33 | 20 | 612 | Armagh. | |
| 1,903 | 231 | 69 | 2 | 1,548 | 6 | 444 | 80 | 183 | 6 | 2 | 715 | Cavan. | |
| 2,468 | 2,603 | 172 | 10 | 7,620 | - | - | - | - | - | - | - | Donegal. | |
| 7,196 | 12,729 | 672 | 655 | 22,661 | 3 | 203 | 143 | 97 | - | 3 | 451 | Down. | |
| 2,913 | 170 | 334 | - | 4,177 | 1 | 22 | 76 | 15 | 23 | 3 | 139 | Fermanagh. | |
| 3,289 | 7,443 | 97 | 124 | 13,193 | 2 | 71 | 54 | 142 | 9 | 1 | 277 | Londonderry. | |
| 1,266 | 1,489 | 49 | 12 | 3,250 | 4 | 252 | 175 | 157 | 5 | - | 569 | Monaghan. | |
| 4,776 | 4,817 | 379 | 122 | 12,191 | 2 | 170 | 125 | 128 | 7 | - | 430 | Tyrone. | |
| 37,497 | 52,641 | 3,230 | 1,654 | 107,685 | 30 | 1,781 | 1,826 | 2,095 | 381 | 175 | 6,158 | Total. | |
| MUNSTER. | | | | | | | | | | | | | |
| 68 | 16 | - | - | 90 | - | - | - | - | - | - | - | Clare. | |
| 826 | 21 | 20 | 11 | 929 | 4 | 833 | 378 | 15 | 33 | 43 | 1,302 | Cork. | |
| 104 | - | - | - | 128 | - | - | - | - | - | - | - | Kerry. | |
| 23 | - | - | - | 29 | 2 | 48 | 126 | 12 | 8 | 39 | 234 | Limerick. | |
| 214 | 5 | 26 | - | 381 | 1 | 37 | 78 | 6 | 9 | - | 150 | Tipperary. | |
| 36 | 2 | 6 | 1 | 101 | - | - | - | - | - | - | - | Waterford. | |
| 1,279 | 44 | 52 | 12 | 1,650 | 7 | 918 | 584 | 33 | 50 | 81 | 1,666 | Total. | |
| LEINSTER. | | | | | | | | | | | | | |
| 52 | - | - | - | 70 | - | - | - | - | - | - | - | Carlow. | |
| 2,865 | 432 | 197 | 270 | 4,019 | 14 | 3,382 | 925 | 142 | 47 | 40 | 4,506 | Dublin. | |
| 97 | 18 | - | 3 | 124 | - | - | - | - | - | - | - | Kildare. | |
| 118 | 10 | 7 | 3 | 272 | - | - | - | - | - | - | - | Kilkenny. | |
| 100 | 41 | 12 | 2 | 251 | - | - | - | - | - | - | - | King's. | |
| 241 | 35 | - | - | 401 | - | - | - | - | - | - | - | Longford. | |
| 250 | 39 | 35 | 1 | 426 | - | - | - | - | - | - | - | Louth. | |
| 41 | 20 | - | - | 68 | 4 | 627 | 105 | - | - | - | 732 | Meath. | |
| 145 | 4 | - | - | 261 | - | - | - | - | - | - | - | Queen's. | |
| 21 | - | - | - | 29 | - | - | - | - | - | - | - | Westmeath. | |
| 304 | 11 | 6 | - | 374 | - | - | - | - | - | - | - | Wexford. | |
| 213 | - | 6 | - | 267 | - | - | - | - | - | - | - | Wicklow. | |
| 4,522 | 660 | 263 | 279 | 6,562 | 18 | 3,979 | 1,030 | 142 | 47 | 40 | 5,238 | Total. | |
| CONNAUGHT. | | | | | | | | | | | | | |
| - | - | - | - | - | - | - | - | - | - | - | - | Galway. | |
| 383 | 8 | 21 | 5 | 451 | - | - | - | - | - | - | - | Leitrim. | |
| 190 | 126 | 5 | 10 | 456 | - | - | - | - | - | - | - | Mayo. | |
| 219 | 3 | 3 | 12 | 276 | - | - | - | - | - | - | - | Monaghan. | |
| 246 | 31 | 27 | 14 | 415 | - | - | - | - | - | - | - | Sligo. | |
| 1,038 | 169 | 56 | 41 | 1,580 | - | - | - | - | - | - | - | Total. | |
| 44,331 | 53,514 | 3,601 | 2,216 | 117,501 | 55 | 6,678 | 3,440 | 2,270 | 378 | 296 | 13,062 | GROSS TOTAL. | |

MIXED SCHOOLS (*continued*).

Total and relative numbers of Protestant and Roman Catholic pupils in mixed schools.

14. The following tables show, according to provinces, the number of Roman Catholic and Protestant Pupils on rolls of 3,792 MIXED Schools, in 1891, and the per-centage of each denomination:—

A.—Mixed Schools under ROMAN CATHOLIC Teachers exclusively.

| No. of Schools. | Roman Catholic Pupils. | Protestant Pupils. | Per-centage of each Denomination to total Mixed Attendance in these Schools. | |
|-----------------|------------------------|--------------------|--|--------------|
| | | | Roman Catholics. | Protestants. |
| 2,625 | 301,843 | 18,050 | 94·4 | 5·6 |

| PROVINCES. | Mixed Schools. | Roman Catholic Pupils. | Protestant Pupils. |
|----------------|----------------|------------------------|--------------------|
| Ulster, . . | 862 | 89·1 per cent. | 10·9 per cent. |
| Munster, . . | 626 | 96·9 " | 3·1 " |
| Leinster, . . | 656 | 96·2 " | 3·8 " |
| Connaught, . . | 481 | 96·2 " | 3·8 " |

B.—Mixed Schools under PROTESTANT Teachers exclusively.

| No. of Schools. | Roman Catholic Pupils. | Protestant Pupils. | Per-centage of each Denomination to total Mixed Attendance in these Schools. | |
|-----------------|------------------------|--------------------|--|--------------|
| | | | Roman Catholics. | Protestants. |
| 1,112 | 12,839 | 103,662 | 11·8 | 88·2 |

| PROVINCES. | Mixed Schools. | Roman Catholic Pupils. | Protestant Pupils. |
|----------------|----------------|------------------------|--------------------|
| Ulster, . . | 986 | 11·5 per cent. | 88·5 per cent. |
| Munster, . . | 25 | 16·7 " | 83·3 " |
| Leinster, . . | 75 | 12·8 " | 87·2 " |
| Connaught, . . | 26 | 18·4 " | 81·6 " |

C.—Mixed Schools under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

| No. of Schools. | Roman Catholic Pupils. | Protestant Pupils. | Per-centage of each Denomination to total Mixed Attendance in these Schools. | |
|-----------------|------------------------|--------------------|--|--------------|
| | | | Roman Catholics. | Protestants. |
| 55 | 6,678 | 6,384 | 51·2 | 48·8 |

| PROVINCES. | Mixed Schools. | Roman Catholic Pupils. | Protestant Pupils. |
|----------------|----------------|------------------------|--------------------|
| Ulster, . . | 30 | 28·9 per cent. | 71·1 per cent. |
| Munster, . . | 7 | 55·1 " | 44·9 " |
| Leinster, . . | 18 | 75·9 " | 24·1 " |
| Connaught, . . | - | - " | - " |

SUMMARY.

| No. of Schools. | Roman Catholic Pupils. | Protestant Pupils. | Per-centage of each Denomination to total Mixed Attendance in these Schools. | |
|-----------------|------------------------|--------------------|--|--------------|
| | | | Roman Catholics. | Protestants. |
| 3,792 | 322,360 | 128,096 | 71·6 | 28·4 |

UNMIXED SCHOOLS.

15. The following table exhibits the religious denominations of pupils on rolls of 4,498 schools, attended *exclusively* by Roman Catholic or by Protestant children:—

| PROVINCES AND COUNTIES. | Total Number of unmixed Schools.* | Under Roman Catholic Teachers | | Under Protestant Teachers. | | | | | |
|-------------------------------|---|----------------------------------|---------------------------|----------------------------|----------------------------|--------|-------|---------|---------|
| | | Number of Schools. | No. of Pupils R. C. | No. of Schools. | No. of Pupils—Protestants. | | | | |
| | | | | | E. C. | Pres. | Metb. | Others. | Total. |
| ULSTER. | | | | | | | | | |
| Antrim, . . . | 340 | 65 | 16,659 | 275 | 12,813 | 26,756 | 2,478 | 1,213 | 43,262 |
| Armagh, . . . | 119 | 49 | 7,915 | 70 | 4,749 | 1,808 | 687 | 155 | 7,399 |
| Cavan, . . . | 123 | 89 | 9,404 | 44 | 2,197 | 419 | 74 | — | 2,690 |
| Down, . . . | 155 | 119 | 12,641 | 36 | 1,544 | 820 | 224 | 3 | 2,391 |
| Fermanagh, . . . | 206 | 80 | 4,496 | 176 | 5,978 | 13,215 | 926 | 1,215 | 21,334 |
| Longford, . . . | 47 | 20 | 2,013 | 27 | 1,801 | 66 | 222 | 1 | 2,090 |
| Londonderry, . . . | 81 | 28 | 4,713 | 53 | 2,720 | 3,120 | 92 | 190 | 6,132 |
| Meath, . . . | 50 | 32 | 4,424 | 18 | 725 | 484 | 2 | — | 1,211 |
| Tyrone, . . . | 97 | 47 | 5,571 | 50 | 2,373 | 1,717 | 167 | 88 | 4,345 |
| Total, . . . | 1,238 | 479 | 66,836 | 749 | 54,702 | 48,405 | 4,872 | 2,865 | 90,844 |
| MUNSTER. | | | | | | | | | |
| Clare, . . . | 174 | 170 | 19,017 | 4 | 128 | 5 | 3 | 2 | 138 |
| Cork, . . . | 496 | 436 | 61,752 | 80 | 3,153 | 230 | 319 | 57 | 3,759 |
| Kerry, . . . | 224 | 214 | 25,616 | 10 | 353 | 6 | 9 | 16 | 384 |
| Limerick, . . . | 190 | 184 | 24,828 | 6 | 372 | 47 | 97 | 9 | 525 |
| Tipperary, . . . | 204 | 195 | 23,367 | 9 | 421 | 9 | 12 | 1 | 443 |
| Waterford, . . . | 89 | 83 | 16,819 | 4 | 166 | 21 | 38 | 30 | 255 |
| Total, . . . | 1,377 | 1,284 | 165,419 | 93 | 4,573 | 318 | 478 | 115 | 5,484 |
| LEINSTER. | | | | | | | | | |
| Carlow, . . . | 40 | 29 | 3,859 | 11 | 503 | 3 | 12 | — | 518 |
| Dublin, . . . | 194 | 151 | 42,389 | 43 | 3,545 | 376 | 101 | 69 | 4,091 |
| Kildare, . . . | 61 | 48 | 5,775 | 13 | 579 | 55 | 6 | 24 | 664 |
| Kilkenny, . . . | 113 | 107 | 11,626 | 6 | 234 | — | 4 | — | 238 |
| King's, . . . | 55 | 45 | 5,232 | 10 | 428 | 16 | 10 | — | 454 |
| Longford, . . . | 45 | 38 | 4,356 | 7 | 338 | 21 | 29 | 2 | 390 |
| Louth, . . . | 56 | 51 | 8,070 | 5 | 286 | 93 | 6 | 4 | 389 |
| Meath, . . . | 110 | 96 | 9,835 | 14 | 523 | 45 | — | — | 568 |
| Queen's, . . . | 66 | 44 | 4,766 | 16 | 881 | 29 | 48 | 10 | 968 |
| Westmeath, . . . | 79 | 73 | 6,803 | 6 | 260 | 38 | 26 | 1 | 325 |
| Wexford, . . . | 78 | 68 | 8,662 | 10 | 564 | 16 | 4 | — | 584 |
| Wicklow, . . . | 66 | 48 | 5,392 | 18 | 939 | 67 | 69 | 15 | 1,090 |
| Total, . . . | 957 | 798 | 116,775 | 159 | 9,680 | 759 | 315 | 125 | 10,279 |
| CONNAUGHT. | | | | | | | | | |
| Galway, . . . | 309 | 305 | 36,636 | 4 | 177 | 46 | 10 | — | 233 |
| Leitrim, . . . | 81 | 65 | 7,441 | 16 | 717 | 8 | 87 | 3 | 815 |
| Mayo, . . . | 293 | 287 | 40,441 | 6 | 203 | 8 | 16 | 2 | 229 |
| Roscommon, . . . | 163 | 160 | 20,167 | 3 | 89 | 52 | — | 4 | 136 |
| Sligo, . . . | 90 | 78 | 9,367 | 12 | 547 | 82 | 18 | 29 | 676 |
| Total, . . . | 936 | 895 | 114,042 | 41 | 1,724 | 196 | 131 | 38 | 2,089 |
| GRAND TOTAL, . . . | *4,498 | 3,456 | 463,072 | 1,042 | 50,079 | 49,678 | 5,796 | 3,143 | 108,696 |

* There are three other schools, one in Tyrone, and two in Cork, of an unmixed attendance, which cannot be brought under any of the headings in these Tables.

UNMIXED SCHOOLS—continued.

Unmixed
attendance,
average per
School.

16. The average number of Roman Catholic and Protestant pupils on rolls in the unmixed schools, according to Provinces, in 1891, was as follows:—

| | A.—Under Roman Catholic Teachers exclusively. | | B.—Under Protestant Teachers exclusively. | | | | | |
|---------------------|---|-------------------------|---|--------------|---------------|-------|---------|-------------------------------|
| | Schools. | R.C. pupils per school. | Schools. | R.C. pupils. | Pres. pupils. | Meth. | Others. | Protestant pupils per school. |
| Ulster, . . . | 479 | 139.5 | 749 | 46.3 | 64.6 | 6.5 | 3.6 | 121.2 |
| Munster, . . . | 1,394 | 129.6 | 93 | 49.1 | 3.4 | 5.1 | 1.2 | 59.6 |
| Leinster, . . . | 796 | 146.3 | 159 | 57.1 | 4.7 | 1.9 | .7 | 64.4 |
| Connaught, . . . | 895 | 127.4 | 41 | 42.6 | 4.8 | 3.2 | .9 | 50.9 |
| Total, . . . | 3,456 | — | 1,042 | — | — | — | — | — |
| Average per School, | — | 133.9 | — | 48.9 | 47.6 | 5.5 | 3.0 | 104.1 |

17. The foregoing Returns in reference to the religious denominations of the pupils include *all the pupils* who made any attendance at our schools on any day between the 1st of January, 1891, and the 31st of December, 1891. It will be seen that during the year a mixed attendance of Roman Catholic and Protestant pupils was to be found in 3,792 schools, whilst in 4,501 schools the attendance was unmixed.

Per-centage
of Schools
with mixed
Religious
attendance.

18. The per-centage of Schools exhibiting a mixed attendance of Roman Catholic and Protestant Pupils for each year from 1882 to 1891, is as follows:—

| — | 1882. | 1883. | 1884. | 1885. | 1886. | 1887. | 1888. | 1889. | 1890. | 1891. |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Ulster, . . . | 73.7 | 73.3 | 72.1 | 70.0 | 67.5 | 65.7 | 64.5 | 63.6 | 62.8 | 60.4 |
| Munster, . . . | 37.7 | 37.4 | 36.7 | 36.3 | 36.3 | 35.3 | 34.4 | 33.3 | 32.9 | 32.3 |
| Leinster, . . . | 47.1 | 47.8 | 44.8 | 46.9 | 44.6 | 45.9 | 45.7 | 44.4 | 43.2 | 43.9 |
| Connaught, . . . | 42.5 | 42.0 | 40.9 | 38.4 | 39.2 | 38.4 | 37.0 | 36.6 | 36.4 | 35.1 |
| Total, . . . | 54.0 | 53.8 | 52.4 | 51.5 | 50.2 | 49.4 | 48.4 | 47.5 | 46.7 | 45.7 |

MODEL SCHOOLS.

19. The number of Model Schools in operation at the end of the year was 30, of which 4 (including the Central Model School) are Metropolitan, and the remaining 26 are District and Minor Model Schools. These contain in all 85 separate departments.* For the Results of the Examinations of the pupils of Model Schools, see Appendix.

20. The number of pupils on rolls who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examinations in 1891, was 9,456.†

21. The average daily attendance at the Model Schools for the year was 7,620.

22. The per-centage of average attendance of pupils in Model Schools throughout the year to the number on the rolls who attended on any of the last 14 days of the month preceding the Annual Examinations was 80·6.

23. The numbers paying school-fees at the following rates in the Model Schools on the 31st March, 1892, were:—

| | |
|-------------------------|---------------|
| At 1s. 1d. per quarter, | 2,849 pupils. |
| „ 2s. 6d. „ | 3,841 „ |
| „ 3s. 3d. †. | 93 „ |
| „ 4s. 4d. „ | 4 „ |
| „ 5s. 0d. „ | 1,821 „ |
| „ 10s. 0d. „ | 321 „ |
| „ 20s. 0d. „ | 27 „ |
| | <hr/> 8,956 |

The amount apportioned to the Teachers of Model Schools in School-fees, supplemental to their emoluments from the Board, during the year ended 31st March, 1892, was £3,258 0s. 10d.; the remainder of the School-fees, £2,020 9s. 6d. under direction of the Treasury is payable into Her Majesty's Exchequer.

* There were originally 96 separate departments; subsequently, the Infant departments of Dunmanway, Enniscorthy, Galway, Trim, Parsonstown, Kilkenny, Clonmel, Athy, Bailieborough, and Waterford Schools were amalgamated with the Female departments, and the Female department of Trim was discontinued—leaving 85 operative departments, including Glasnevin Male and Female Schools, which, for the sake of uniformity, are now included in these Model School Returns.

† The total number of pupils on the rolls of the Model Schools who made any attendance for the year ended 31st December, 1891, was 14,332. The average number of Pupils on rolls for the same period was 10,164.

‡ Special Fee for Soldiers' children, according to War Office Regulation.

24. RETURN of the RELIGIOUS DENOMINATIONS of the PUPILS on the ROLLS who made any attendance at the METROPOLITAN, DISTRICT and MINOR MODEL SCHOOLS, between 1st January, 1891, and 31st December, 1891; the AVERAGE NUMBER OF PUPILS on the ROLLS; the NUMBER of PUPILS who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examination in each School; and also the AVERAGE DAILY ATTENDANCE.

| COUNTY. | Name of School. | Religious Denominations. | | | | | | Average number on Rols. | Last 14 days Attendance. | Average Daily Attendance. |
|--------------|------------------|--------------------------|-------|-------|-------|--------|--------|-------------------------|--------------------------|---------------------------|
| | | R.C. | E.C. | Pres. | Meth. | Others | Total. | | | |
| Dublin, . | Metropolitan : | | | | | | | | | |
| " | Central Model, | 1,617 | 659 | 132 | 47 | 33 | 2,488 | 1,671 | 1,570 | 1,219 |
| " | West Dublin, | 549 | 81 | 21 | - | 2 | 653 | 417 | 387 | 291 |
| " | Inchicore, . | 465 | 199 | 15 | 4 | 1 | 684 | 449 | 592 | 314 |
| " | Glinsnevin, . | 75 | 33 | 1 | - | - | 109 | 63 | 85 | 61 |
| Kildare, . | Athy, . . . | - | 78 | 45 | 6 | 4 | 133 | 105 | 86 | 76 |
| Cavan, . | Bailieborough, | - | 64 | 36 | 10 | - | 110 | 87 | 77 | 64 |
| Antrim, . | Ballymena, . | 9 | 71 | 317 | 14 | 53 | 464 | 334 | 324 | 267 |
| Antrim, . | Belfast, . . | 76 | 641 | 948 | 248 | 121 | 2,034 | 1,395 | 1,309 | 1,067 |
| Tipperary, | Clonmel, . . | 97 | 125 | 9 | 12 | - | 243 | 182 | 151 | 130 |
| Londonderry, | Coleraine, . | 14 | 56 | 237 | 22 | 10 | 339 | 253 | 245 | 199 |
| Cork, . . | Cork, . . . | 390 | 363 | 15 | 33 | 43 | 844 | 567 | 557 | 441 |
| Cork, . . | Dunmanway, . | 53 | 103 | - | 21 | - | 177 | 138 | 118 | 94 |
| Wexford, . | Enniscorthy, . | - | 154 | 7 | 2 | - | 163 | 132 | 117 | 95 |
| Fermansagh | Enniskillen, . | 36 | 172 | 50 | 62 | 3 | 323 | 247 | 225 | 188 |
| Galway, . | Galway, . . . | 21 | 61 | 34 | 13 | - | 129 | 94 | 93 | 73 |
| Kilkenny, . | Kilkenny, . . | 18 | 99 | 17 | 12 | 3 | 149 | 103 | 86 | 70 |
| Limerick, . | Limerick, . . | 63 | 188 | 21 | 10 | 46 | 328 | 223 | 221 | 170 |
| Londonderry, | Londonderry, . | 23 | 191 | 441 | 42 | 11 | 708 | 490 | 481 | 378 |
| Armagh, . | Newry, . . . | 22 | 181 | 221 | 23 | 16 | 463 | 338 | 316 | 249 |
| Down, . . | Newtownards, . | 1 | 42 | 390 | 30 | 16 | 469 | 317 | 285 | 231 |
| Sligo, . . | Sligo, . . . | 15 | 177 | 40 | 50 | 22 | 304 | 231 | 216 | 180 |
| Meath, . . | Trim, . . . | 176 | 13 | 2 | - | 1 | 192 | 151 | 140 | 105 |
| Waterford, | Waterford, . | 86 | 101 | 10 | 15 | 7 | 219 | 140 | 137 | 102 |
| Antrim, . | Ballymoney, . | 2 | 35 | 352 | 2 | 3 | 394 | 303 | 262 | 237 |
| Antrim, . | Carrickfergus, . | 17 | 108 | 190 | 21 | 65 | 401 | 297 | 271 | 234 |
| Armagh, . | Lurgan, . . . | 11 | 265 | 163 | 69 | 19 | 529 | 409 | 381 | 312 |
| Monaghan, | Monaghan, . . | 24 | 170 | 175 | 6 | - | 375 | 276 | 258 | 215 |
| Tyrone, . . | N.-T.-Stewart, . | - | 113 | 107 | 11 | - | 231 | 169 | 169 | 135 |
| Tyrone, . . | Omagh, . . . | 9 | 296 | 195 | 48 | - | 548 | 409 | 380 | 317 |
| King's, . . | Parsonstown, . | 3 | 131 | 41 | 12 | 2 | 189 | 155 | 118 | 104 |
| | Total, . . . | 3,872 | 4,970 | 4,164 | 845 | 481 | 14,332 | 10,164 | 9,456 | 7,620 |

25. LITERARY CLASSIFICATION of the PUPILS who attended once or oftener within the last fourteen days of the month immediately preceding Results Examination in each Model School.

| SCHOOL. | Classification of Pupils. | | | | | | | | TOTAL. |
|---------------------------|---------------------------|----------|-----------|------------|-----------|----------|-----------|------------|--------|
| | Infants. | Class I. | Class II. | Class III. | Class IV. | Class V. | Class VI. | Class VII. | |
| Central Model, | 131 | 127 | 205 | 232 | 257 | 250 | 178 | 190 | 1,570 |
| West Dublin, | 66 | 59 | 69 | 56 | 50 | 45 | 24 | 19 | 337 |
| Inchitorea, | 73 | 38 | 48 | 55 | 60 | 32 | 30 | 56 | 392 |
| Glasnevin, | 14 | 5 | 14 | 16 | 14 | 9 | 6 | 7 | 85 |
| Athy, | 19 | 11 | 5 | 9 | 18 | 12 | 9 | 9 | 86 |
| Bailieborough, | 16 | 7 | 6 | 7 | 9 | 8 | 8 | 16 | 77 |
| Ballymena, | 57 | 32 | 21 | 47 | 33 | 34 | 35 | 63 | 324 |
| Belfast, | 80 | 67 | 112 | 161 | 165 | 215 | 178 | 321 | 1,309 |
| Clonmel, | 27 | 9 | 16 | 13 | 19 | 21 | 19 | 27 | 151 |
| Coleraine, | 26 | 17 | 15 | 26 | 24 | 21 | 35 | 31 | 245 |
| Cork, | 125 | 48 | 53 | 70 | 69 | 56 | 54 | 82 | 557 |
| Dunmanway, | 25 | 12 | 11 | 20 | 13 | 11 | 6 | 20 | 118 |
| Ennisorthy, | 18 | 8 | 15 | 19 | 17 | 12 | 14 | 14 | 117 |
| Enniskillen, | 25 | 31 | 24 | 37 | 23 | 32 | 22 | 31 | 225 |
| Galway, | 14 | 15 | 13 | 8 | 12 | 8 | 4 | 19 | 93 |
| Kilkenny, | 8 | 6 | 6 | 16 | 15 | 13 | 8 | 14 | 86 |
| Limerick, | 43 | 22 | 18 | 34 | 21 | 26 | 22 | 35 | 221 |
| Londonderry, | 120 | 43 | 42 | 53 | 59 | 57 | 40 | 62 | 481 |
| Newry, | 71 | 29 | 32 | 40 | 43 | 32 | 34 | 35 | 316 |
| Newtownards, | 61 | 17 | 35 | 31 | 36 | 34 | 23 | 49 | 265 |
| Sligo, | 38 | 17 | 19 | 27 | 32 | 34 | 24 | 25 | 216 |
| Trim, | - | 6 | 23 | 44 | 18 | 17 | 11 | 21 | 140 |
| Waterford, | 21 | 9 | 16 | 20 | 21 | 18 | 14 | 18 | 137 |
| Ballymoney, | 42 | 25 | 27 | 26 | 31 | 34 | 26 | 49 | 262 |
| Carrickfergus, | 50 | 14 | 32 | 27 | 39 | 33 | 21 | 55 | 271 |
| Lurgan, | 58 | 47 | 43 | 41 | 51 | 56 | 31 | 54 | 381 |
| Monaghan, | 62 | 28 | 28 | 31 | 22 | 21 | 25 | 41 | 258 |
| Newtownstewart, | 45 | 23 | 15 | 20 | 15 | 22 | 15 | 13 | 168 |
| Omagh, | 60 | 55 | 48 | 40 | 58 | 43 | 58 | 38 | 399 |
| Parsonstown, | 27 | 16 | 15 | 16 | 8 | 10 | 11 | 15 | 118 |
| Total, | 1,423 | 846 | 1,036 | 1,347 | 1,252 | 1,216 | 965 | 1,481 | 9,456 |
| Per-centage, | 15.1 | 9.0 | 10.8 | 13.2 | 13.2 | 12.6 | 10.2 | 15.7 | |
| Per-centage, | 15.1 | 33.0 | | | 51.9 | | | | |

CONVENT AND MONASTERY NATIONAL SCHOOLS.

26. These schools are divided in regard to salaries into two classes; (a) those whose teachers adopt the principle of classification, and are paid according to the same scale of class salaries as teachers of ordinary National schools; and (b) those in which the amount of salary awarded is regulated by the average number of children in daily attendance. Since 1st April, 1885, there has been paid to teachers of schools in the second category, a merit capitation grant of 12s. a head on the average daily attendance, when the Results Examination has been entirely satisfactory, and of 10s. a head when it has been fair or passable. Convent and Monastery National Schools, whether in receipt of class salaries or capitation, are in addition awarded Results Fees, as in the case of the ordinary National Schools, on the ascertained answering of the pupils at the Annual Examination.

The names of the schools, and the attendance of pupils at each school, will be published in the Appendix.

The numbers of Convent and Monastery Schools, and the attendances, in 1891, were as follows :—

SUMMARY.

| Class of School. | Paid by Capitation. | | Paid by Classification. | | Total. | |
|------------------|---------------------|---------------------|-------------------------|---------------------|-----------------|---------------------|
| | No. of Schools. | Average Attendance. | No. of Schools. | Average Attendance. | No. of Schools. | Average Attendance. |
| Convent, | 246 | 56,666 | 25 | 4,481 | 271 | 62,147 |
| Monastery, | 3 | 977 | 20 | 4,399 | 23 | 5,396 |
| Total, | 249 | 59,043 | 45 | 8,770 | 297 | 67,813 |

There are special industrial departments for girls in 53 of the Convent National Schools, in which, in rooms set apart for the purpose and furnished with the necessary appliances, instruction is given by skilled teachers in various branches of higher needlework, embroidery, lace-making, &c. The teachers of these departments are paid special salaries.

WORKHOUSE SCHOOLS.

Workhouse
Schools.

27. The number of Workhouse Schools in connexion with us on the 31st December, 1891, was 157.

These schools were examined on the same system as the Ordinary Schools, and extracts from the reports of our Inspectors were communicated to the Local Government Board, for the information of the several Boards of Guardians. The salaries of the Teachers are determined by the Poor Law authorities, and paid from the Consolidated Fund; but the Poor Law Guardians have power, under the Act 38 & 39 Vict., cap. 96, to award to their Teachers, from the rates, the amount of results fees payable on the Inspectors' reports.

The total number of pupils appearing on the rolls of these Workhouse Schools during the year ending 31st December, 1891, was 8,717, and the average daily attendance was 4,811.

EVENING SCHOOLS.

Evening
Schools.

28. Forty-seven Evening Schools were in operation on the 31st December, 1891. These schools are, as a rule, held on the same premises and taught by the same teachers as the Day Schools connected therewith. The number of scholars in average attendance was 1,755.

TRAINING COLLEGES.

Training
Colleges.

29. Subjoined are Statistics in reference to the several Colleges for the past year viz:—

- (a.) "Marlborough-street," (Dublin).
- (b.) "St. Patrick's," (Drumcondra).
- (c.) "Our Lady of Mercy," (Baggot street).
- (d.) "Church of Ireland," (Kildare-place).
- (e.) "De la Salle," (Waterford).

* Percentage of average attendance is average number on Rolls, 66½.

(a.) *Marlborough-street Training College—(Official.)*

30. In the "Marlborough-street" Training College, 198 Queen's Scholars were in training within the year, of whom 5 left before the end of the session. Of the remaining 193 Queen's Scholars, 32 were teachers, already employed in National Schools either as principals or assistants, admitted for a course of one year's training, all of whom were examined at the close of the year; of these 30 passed the examination. There were 73 Queen's Scholars, who having been admitted for a two years' course, were examined at the close of their second year, 72 of whom passed.

The other 88 Queen's Scholars had entered for the two years' course, and all passed the examination entitling them to be retained for the second year.

One hundred and two Queen's Scholars in residence successfully completed their full course of Training in 1891, viz.:—53 Males and 49 Females; in addition, 2 externs (females) completed their course of Training:—

| QUEEN'S SCHOLARS. | Religious Denominations of Queen's Scholars who completed their Course in 1891 in Marlborough Street College. | | | | | |
|--------------------------------|---|------|-------|-------|---------|--------|
| | R.C. | E.C. | Pres. | Meth. | Others. | Total. |
| Queen's Scholars in Residence. | 38 | 15 | 42 | 6 | 1 | 102 |
| Externs. | — | 2 | — | — | — | 2 |
| Total. | 38 | 17 | 42 | 6 | 1 | 104 |

Of the 102 Queen's Scholars in residence who completed their full course of training in the year 1891, 30 had entered for one year, 72 for two years. The externs also attended a full course of two years.

The total number trained at this College from the commencement of our proceedings in 1833 up to 31st August, 1891, was 11,972.

(b.) *"St. Patrick's" Training College, Drumcondra—Denominational.*

31. In "St. Patrick's" Training College, 146 Queen's Scholars were in training within the year, 2 of whom did not complete the Session. Of 144 remaining, 53 were Teachers already employed in National Schools, either as Principals or Assistants, all of whom attended the one year's course, and passed the qualifying examination on the programme prescribed for the end of the course; 40 were Queen's Scholars of the second year of their two years' course. All of these were examined, and all passed.

The other 51 Queen's Scholars had entered for a two years' course, and were in their first year. All were examined, and all passed the examination entitling them to be retained for a second year.

Thus the number of Queen's Scholars who successfully completed their full course of training during the year 1891 was 93, of whom 53 had entered for one year and 40 for two years.

The total number trained from the opening of the College in 1883 was 686.

(c.) "*Our Lady of Mercy*" Training College, Baggot-street—*Denominational.*

32. In "*Our Lady of Mercy*" Training College, 150 Queen's Scholars were in training within the year, of whom 1 did not complete the session. Of the 149 remaining, 59 were Teachers already employed in National Schools, either as Principals or Assistants, who were examined at the close of their course, which was for one year, on the programme prescribed for students at the end of the second year, when 56 passed the qualifying examination. Forty-three were Queen's Scholars of second year, all of whom passed.

The other 47 Queen's Scholars had entered for a two years' course of training and were in their first year. All of them passed the examination entitling them to be retained for a second year.

The number of Queen's Scholars who successfully completed their course of training during the year 1891 was 99—viz., 56 who had entered for one year, and 43 for two years. The total number trained since the opening of the College in 1883, was 719.

(d.) "*Church of Ireland*" Training College, Kildare-place—*Denominational.*

33. In the "*Church of Ireland*" Training College, 103 Queen's Scholars (38 males and 65 females) were in training within the year. One male and one female left before the end of the Session. Of the 101 remaining, 9 (3 males and 6 females) were Teachers already employed in National Schools, either as Principals or Assistants, who were examined at the close of their course, which was for one year, on the programme prescribed for students at the end of the second year, when all passed; 47 (15 males and 32 females) were Queen's Scholars of the second year, all of whom passed. The other 45 Queen's Scholars (19 males and 26 females) had entered for a two years' course of training, and 44 passed the examination entitling them to be retained for a second year.

The number of Queen's Scholars who successfully completed their course of training in the year 1891 was 56—viz., 9 who had entered for one year, and 47 for two years. The total number trained since the opening of the College in 1884, was 331.

(e.) "*De la Salle*" Training College, Newtown House, Waterford—*Denominational.*

34. Under the provisions of the Scheme for Training Colleges, the De la Salle College (for Male Queen's Scholars) Newtown House, Waterford, was recognised by us, and Grants made

thereto from 1st September, 1891. The Most Reverend Dr. Egan, Bishop of Waterford and Lismore (since deceased), was appointed Manager. The College is licensed for 70 Queen's Scholars. The number of Queen's Scholars in residence on 31st December, 1891, was 64. Of these 25 (already recognised as National Teachers) entered for a one year's course, and 39 entered for a two years' course.

Training
Colleges.

(f.) General.

35. The total number of Queen's Scholars who completed the full period of training in 1891 was 352, viz. :—

| | 1 Year's Course. | 2 Years' Course. | Externs. | Total. |
|--------------------------------|------------------|------------------|----------|--------|
| " Marlborough-street," | 80 | 72 | 2 | 154 |
| " Saint Patrick's," | 53 | 40 | — | 93 |
| " Our Lady of Mercy," | 56 | 43 | — | 99 |
| " Church of Ireland," | 9 | 47 | — | 56 |
| Total, | 198 | 202 | 2 | 402 |

Reports on the Training Colleges in operation for the College Year ended 31st August, 1891, will be found in the Appendix to this Report.

NEW TEACHERS.

36. During the year 1891, there were 505 persons newly appointed as Principal or Assistant Teachers. Of these 169 had been trained; 303 had been Monitors or Pupil Teachers; 25 had been pupils only of National Schools; and 8 came from private schools or institutions.

New
Teachers.

ANTECEDENTS OF NEW TEACHERS.

| | Prin. | Asst. | Total. |
|--|-------|-------|--------|
| Had been trained in " Marlborough-street " Training College, | 25 | 24 | 49 |
| " " " St. Patrick's " " " | 21 | 16 | 37 |
| " " " Our Lady of Mercy " " " | 24 | 15 | 39 |
| " " " Church of Ireland " " " | 33 | 6 | 41 |
| Total, | 103 | 61 | 169 |
| Had been Pupil Teachers, } In Model National Schools, | 17 | 18 | 35 |
| " Paid Monitors, } | 8 | 3 | 11 |
| " Pupils only, } | 1 | 1 | 2 |
| Total, | 26 | 22 | 48 |
| " Paid Monitors, } In Ordinary National Schools, | 81 | 139 | 220 |
| " Pupils only, } | 8 | 10 | 18 |
| Total, | 89 | 149 | 238 |
| " Paid Monitors, } In Convent National Schools, | 20 | 22 | 42 |
| " Pupils only, } | — | 6 | 6 |
| Total, | 20 | 28 | 48 |
| From Private Schools, &c., | 7 | 1 | 8 |
| Total New Teachers, | 240 | 200 | 440 |

Number of Teachers.

Number of Teachers

37. We had in our service on 31st December, 1891, 8,115 Principal Teachers and 3,209 Assistants, making, in the whole, 11,324 classed Teachers, of whom 4,474 were trained. We had also in our service, at the same time, 720 Workmistresses and Industrial Teachers, 26 Junior Literary Assistants, 96 Temporary Assistants, and 19 Temporary Workmistresses.

The Conductors of 246 Convent and 3 Monastery Schools paid by capitation are not included in this return.

The number of teachers in the several classes on 31st December, 1891, was as follows:—

| Class. | Principals. | | Assistants. | | Total. | Junior Assistants. | Workmistresses and Industrial Teachers. | Temporary Assistants | | Temporary Workmistresses. |
|-------------------|-------------|----------|-------------|----------|--------|--------------------|---|----------------------|----------|---------------------------|
| | Males. | Females. | Males. | Females. | | | | Males. | Females. | |
| 1 st . | 370 | 302 | 25 | 31 | 1,980 | . | . | . | . | . |
| 2 nd . | 624 | 447 | 40 | 91 | | . | . | . | . | . |
| 3 rd . | 1,771 | 1,292 | 199 | 582 | 4,765 | . | . | . | . | . |
| 4 th . | 367 | 286 | 101 | 167 | | . | . | . | . | . |
| 5 th . | 1,286 | 974 | 387 | 1,196 | 4,029 | . | . | . | . | . |
| 6 th . | 218 | 178 | 147 | 244 | | . | . | . | . | . |
| Total, | 4,636 | 3,479 | 899 | 2,310 | 11,324 | 26 | 720 | 45 | 51 | 19 |
| | 8,115 | | 3,209 | | | | | 96 | | |
| Gross Total, | 12,185 | | | | | | | | | |

ANNUAL EXAMINATION OF TEACHERS, &c., AT THE DISTRICT CENTRES AND AT THE TRAINING COLLEGES.

Annual Examinations.

38. These Annual Examinations took place in July, 1891.

The number of Teachers examined for promotion was 670; of Monitors, 1,880; Pupil Teachers from Model Schools 139; and of Queen's Scholars in the Training Colleges, 592; total, 3,281. There were 815 young persons examined on same occasion as candidates for admission to the different Training Colleges, a considerable proportion of whom were also undergoing examination in their capacity as Monitors or Pupil Teachers.

Advancement in Classification.

The advancement of the teaching staff in classification during the last eight years has been very marked, as may be observed in the following Table:—

Comparison of 1883 with 1891.

| Teachers in the several Classes, Males and Females included, | | | Percentage to Total. | |
|--|-------|-------|----------------------|-------|
| Classes. | 1883. | 1891. | 1883. | 1891. |
| First Division of First (highest), | 279 | 728 | 2.6 | 6.4 |
| Second Division of First, | 761 | 1,202 | 7.1 | 10.6 |
| Second Class, | 3,641 | 4,765 | 34.3 | 42.1 |
| Third Class (lowest), | 5,940 | 4,029 | 56.0 | 40.9 |

PAID MONITORS.

39. Monitorships are the scholarships open to the pupils of the schools in which they are educated, and are the rewards of practical efficiency on the part of the teachers and of industry and good attendance on the part of the monitors. These popular prizes are much valued.

40. The number of paid Monitors on the 31st December, 1891, was 1,761 Males, and 3,683 Females. Total, 5,444. There were also 150 pupil teachers (108 Males and 42 Females) in our Model Schools.

The following table gives the number of Monitors recognised, distinguishing year of service:—

| Year of Service. | Males. | Females. | Total. |
|------------------|--------|----------|--------|
| 1st year | 515 | 963 | 1,378 |
| 2nd " | 444 | 883 | 1,327 |
| 3rd " | 351 | 839 | 1,210 |
| 4th " | 219 | 533 | 752 |
| 5th " | 232 | 545 | 777 |
| Total, | 1,761 | 3,683 | 5,444 |

INDUSTRIAL INSTRUCTION.

41. (1.) Since the foundation of the National system the Industrial Instruction of Girls has been provided for in the following fundamental rule—

Industrial
Instruction
of Girls.

"The Commissioners require that instruction shall be given in plain needlework in all Schools in which Female Teachers are employed."

The Reports of our Inspectors show that last year 148,270 girls passed at the examinations in needlework, and accordingly succeeded in entitling their Teachers to a corresponding number of Results fees.

(2.) From 1st August, 1890, the minimum time to be devoted to instruction in Needlework, Knitting, &c., for girls in all National schools in which female teachers are employed was fixed at one hour daily of the ordinary school time. The programme for Plain

Sewing, &c., has been revised, and it is anticipated that in future girls who attend school for their full course will be capable of making their own clothes and of rendering useful assistance in their families in the ordinary home industries.

Alternative
Industrial
Programme
for Sixth
Class Girls.

In the year 1889 we introduced an alternative (combined Literary and Industrial) programme for Girls of the Sixth (highest) Class attending National Schools in which a Female Teacher is employed. The object of this change was to prepare girls who had already advanced thus far in their school course, for the practical duties of their homes, or for employment at profitable industries, by devoting the remainder of their school attendance mainly to industrial work. We felt, however, that difficulties might arise in some localities in the adoption of the alternative programme. We accordingly provided, that should any Manager, for special reasons, apply for exemption from the new rule, his school might be exempted. The number of schools with Female Teacher or Teachers on the staff is 5,114, of which 2,058 have been exempted for various reasons. Referring to the Scheme, the Directress of Needlework writes in her Annual Report (Appendix):—

"A good many of the schools I visited had adopted the alternative scheme for Sixth Class girls, and in most cases with success. The change was made in nearly all instances with the sole object of benefiting the pupils, the Board putting no pressure, to adopt the new arrangement, upon any school which can show good reason for retaining the former programme. In manufacturing towns, where children intended to earn their living by manual labour leave school before reaching sixth class, and the pupils remaining aspire to become telegraphists, assistants in shops, and so forth, there is little material for the alternative scheme to work upon."

Industrial
Depart-
ments.

There were 56 special departments of Industry in operation in 1891 for training in Embroidery and other advanced kinds of Needlework the senior pupils, such girls of the National Schools as have passed the ordinary literary course of their schools, and young women of the localities. These departments are nearly all connected with Convent Schools, and many of them are doing excellent work in introducing useful and profitable industries, and opening channels for remunerative employment of girls.

Exami-
nation of
Monitresses
in Indus-
tries.

At the Annual Examinations of 1891, the monitresses and female teachers who attended were required to show skill in patching, darning, and dressmaking, in addition to the ordinary subjects of plain sewing, knitting, and cutting out.

In some schools a "darning day" has been instituted, when the pupils are invited to bring stockings in need of repair, which they are taught to mend neatly in the work hour.

Instruction was given in 309 schools to 3,341 girls in the important subject of Domestic Economy. Domestic Economy.

Provision is also made for instruction in HANDICRAFT and in SPINNING, WEAVING, and other COTTAGE INDUSTRIES, as extra branches upon which the senior classes of National Schools may be examined. Handicraft, Spinning, Weaving, &c.

AGRICULTURE.

42. The total number of School Farms in connexion with Ordinary National Schools on the 31st December, 1891, was 48. The names of the Schools and the extent of the farm attached to each will be found in the Appendix. The total number of pupils examined in Practical Agriculture for special results fees in this class of schools, by the Agricultural Superintendent, within the results year, was 690, of whom 607 passed in the agricultural programme. School Farms, &c.

We had also 28 schools having School Gardens attached, for the management of which, and for the agricultural knowledge displayed by the pupils, we granted special agricultural fees, upon the reports of the District Inspectors. The number of pupils examined in the School Gardens was 405, of whom 321 passed.

As set forth in the table at page 37, there were 78,720 pupils examined in the Agricultural Class Books by the District Inspectors in the Ordinary National Schools at their Results Examinations, of whom 48,791 passed. Instruction in the *theory* of AGRICULTURE is compulsory in all rural schools for boys in the 4th, 5th, and 6th classes, and is optional in the case of girls in the same classes. Theory of Agriculture.

43. The importance of dairy management is annually increasing. Dairy Management.

It is satisfactory to note that the instruction given in the Dairy Schools at Glasnevin and Cork has been fully availed of, and that testimony as to good results from the teaching at those schools is frequently given.

The number of Dairy pupils who attended at the Glasnevin Dairy School during 1891, two Sessions, was 50. Satisfactory progress is reported by the Superintendent of the school, and at the close of the Sessions his examination of the pupils and also of the quality of the butter made by them in competition for prizes offered by the Royal Dublin Society, shows that the working of the school is satisfactory.

The Royal Dublin Society has contributed money prizes, and also free studentships for competition amongst the pupils.

The Railway Companies have also given much assistance to the dairy schools by conveying pupils free over their lines.

The attendances at the Munster Dairy School at Cork have been—

| | | | | | |
|----------------|---|---|---|---|------------|
| First Session, | . | . | . | . | 31 Pupils. |
| Second " | † | . | . | . | 31 " |
| Third " | . | . | . | . | 31 " |

The Local Committee in connection with this school continued their useful co-operation in watching over the interests of the school.

The Dairy School at the Marlborough-street Training College is doing very useful work, and the large attendance—which is voluntary—of the Queen's Scholars, evidences a very laudable desire on their part for acquiring a knowledge of the important industry of dairying.

The acquaintance with improved methods of dairy management acquired by the large numbers of students attending the College, must in the future exercise a beneficial influence in the country districts to which they will return.

Itinerant
Dairy
Instruction.

The subject of itinerant dairy instruction has received attention, and arrangements are made for the coming year by which persons will be available who will proceed to districts of the country for the purpose of giving instruction in dairy management.

These persons will be sent as soon as a Local Committee in connection with a National School is formed, and arrangements are made for the efficient teaching of the subject.

KINDERGARTEN.—INFANTS' DEPARTMENTS.

Kinder-
garten.

44. During the year special encouragement was given to the instruction of children in organized Infants' National Schools and organized Infants' Departments of Female National Schools in the Kindergarten system.

The number of schools in which Kindergarten was taught was 270, the number of pupils examined was 30,437, and the number of passes secured was 29,136.

LOCAL AID TO SCHOOLS.

45. The Local Taxation (Customs and Excise) Act of 1890, is a Local aid.
 new and important source of income to the teachers of National
 Schools. By the 3rd section of the Act it is provided that out of
 the Irish share of the Local Taxation (Customs and Excise) Customs
and Excise
Grant.
 duties paid to the Local Taxation (Ireland) Account, in respect to
 any financial year, a sum of £78,000 is to be distributed as nearly
 as possible in proportion to the average number of pupils in
 attendance at the National Schools, which are not Model Schools,
 receiving aid from us.

The sums accruing under this provision are to serve, in non-
 contributory Unions, as an addition to the local contributions to
 the teachers; and in contributory Unions they are to be paid to
 the Guardians, in relief of the rates, as a reimbursement partial or
 complete of their contributions to the teachers.

The unit of distribution for 1891-2 obtained by the division of
 the Customs and Excise Grant by the number in average attendance
 was 3s. 4d., and this in its application to the National Teachers
 produced £58,659 10s. 9d., and in its application to the Poor Law
 Guardians amounted to £17,759 3s. 1d., total payable in respect
 to year, £76,418 13s. 10d.

The following table, which excludes Workhouse schools, Lunatic
 Asylum schools, and schools from which no returns were received,
 shows, in counties and provinces, the amount of school pence of
 pupils and subscriptions received in aid of salaries to Teachers of
 8,133 National Schools, with the average for each school, and for
 each pupil in daily attendance.

[TABLE.

| PROVINCE AND COUNTRY. | Payments by Pupils. | Subscriptions, &c., &c. | Total. | No. of Schools. | Average Daily Attendance. | Average per School. | Payment per unit of average attendance. | | |
|------------------------|---------------------|-------------------------|--------------|-----------------|---------------------------|---------------------|---|----------------|--------|
| | | | | | | | School Fees. | Subscriptions. | Total. |
| CLUSTER: | £ s. d. | £ s. d. | £ s. d. | | | £ s. d. | s. d. | s. d. | s. d. |
| Armagh, | 12,426 10 5 | 1,315 11 1 | 13,742 1 6 | 647 | 47,515 | 21 4 8½ | 5 2½ | 0 6½ | 5 9½ |
| Armagh, | 2,522 8 10 | 1,444 18 3 | 3,967 8 1 | 261 | 15,446 | 15 4 0 | 3 3½ | 1 10½ | 5 1½ |
| Cavan, | 1,793 10 0 | 1,067 6 4 | 2,860 16 4 | 238 | 12,747 | 9 18 8 | 2 9½ | 1 8 | 4 5½ |
| Down, | 1,691 19 0 | 1,209 14 4 | 2,901 13 8 | 389 | 17,286 | 7 5 5½ | 1 11½ | 1 4½ | 3 4½ |
| Down, | 7,072 17 8 | 1,955 2 2 | 9,027 19 10 | 465 | 29,132 | 19 7 5½ | 4 10½ | 1 4 | 6 2½ |
| Fermanagh, | 1,017 14 6 | 691 4 6 | 1,708 19 0 | 174 | 7,273 | 9 16 5 | 2 9½ | 1 10½ | 4 8½ |
| Londonderry, | 2,669 10 5 | 2,315 10 8 | 4,985 1 1 | 262 | 14,916 | 17 13 6½ | 3 6½ | 3 1½ | 6 8 |
| Monaghan, | 1,230 11 4 | 857 7 5 | 2,107 18 7 | 178 | 9,681 | 11 16 10 | 2 9 | 1 10½ | 4 7½ |
| Tyrone, | 2,126 5 10 | 965 5 2 | 3,091 11 0 | 379 | 16,478 | 8 7 1½ | 2 7 | 1 2 | 3 9 |
| Total, | 32,571 8 4 | 11,822 0 8 | 44,393 9 1 | 3,065 | 163,636 | 14 9 8 | 3 10 | 1 4½ | 5 2½ |
| MUNSTER: | | | | | | | | | |
| Clara, | 3,800 12 10 | 718 10 2 | 4,528 3 0 | 238 | 14,918 | 19 0 6 | 5 1½ | 0 11½ | 6 0½ |
| Cork, | 11,518 11 5 | 4,046 6 1 | 15,564 17 6 | 720 | 54,162 | 21 12 4½ | 4 3 | 1 5½ | 5 8½ |
| Kerry, | 4,478 19 3 | 1,827 11 7 | 6,306 10 10 | 342 | 25,012 | 17 11 5 | 3 7 | 1 2½ | 4 9½ |
| Limerick, | 4,234 12 4 | 1,840 15 11 | 6,075 8 3 | 252 | 18,796 | 24 2 2 | 4 6 | 1 11½ | 6 5½ |
| Tipperary, | 4,356 17 0 | 1,735 9 8 | 6,152 6 8 | 365 | 19,649 | 20 5 5 | 4 7 | 1 10½ | 6 5½ |
| Waterford, | 2,193 18 9 | 734 14 0 | 2,928 7 9 | 130 | 8,174 | 22 10 6½ | 4 9½ | 1 7½ | 6 4½ |
| Total, | 30,592 6 7 | 10,663 7 5 | 41,255 14 0 | 1,987 | 141,111 | 20 15 3 | 4 4 | 1 6 | 5 10 |
| LEINSTER: | | | | | | | | | |
| Carlow, | 742 9 7 | 450 14 10 | 1,193 4 5 | 73 | 3,927 | 16 6 11 | 3 9½ | 2 3½ | 6 0½ |
| Dublin, | 6,159 15 9 | 3,593 0 9 | 9,752 16 6 | 291 | 30,273 | 33 10 3½ | 4 0½ | 2 4½ | 6 5½ |
| Kildare, | 1,275 4 10 | 743 16 7 | 2,019 1 5 | 105 | 5,837 | 19 4 7 | 4 4½ | 2 6½ | 6 11 |
| Kilkenny, | 1,926 11 10 | 725 17 9 | 2,652 9 7 | 178 | 10,134 | 14 18 0½ | 3 9½ | 1 5½ | 5 2½ |
| King's, | 1,249 3 5 | 500 15 3 | 1,749 18 8 | 113 | 6,170 | 15 9 8½ | 4 0½ | 1 7½ | 5 8 |
| Longford, | 981 9 1 | 449 3 11 | 1,430 13 0 | 167 | 5,419 | 13 7 5 | 3 7½ | 1 7½ | 5 3½ |
| Louth, | 1,337 19 2 | 591 10 7 | 1,929 17 9 | 160 | 6,800 | 19 5 11½ | 3 11½ | 1 8½ | 5 8 |
| Meath, | 1,414 13 8 | 1,102 1 1 | 2,516 14 9 | 178 | 9,213 | 14 2 9½ | 3 0½ | 2 4½ | 5 5½ |
| Queen's, | 1,216 3 5 | 631 17 1 | 1,848 0 6 | 119 | 6,335 | 15 10 7 | 3 10 | 2 0 | 5 10 |
| Westmeath, | 1,163 18 0 | 465 10 5 | 1,569 8 5 | 131 | 6,825 | 11 19 7½ | 3 5 | 1 2½ | 4 7½ |
| Wexford, | 1,589 15 6 | 851 8 10 | 2,451 4 4 | 187 | 9,450 | 15 12 3 | 3 4½ | 1 8½ | 5 2½ |
| Wicklow, | 1,365 3 6 | 553 8 11 | 2,218 7 5 | 115 | 5,899 | 19 5 9½ | 4 7½ | 2 10½ | 7 6½ |
| Total, | 29,432 7 9 | 10,899 8 10 | 40,331 16 7 | 1,667 | 106,259 | 18 15 10½ | 3 10½ | 2 0½ | 5 10½ |
| CONNAUGHT: | | | | | | | | | |
| Galway, | 4,131 13 8 | 1,808 13 4 | 5,940 7 0 | 329 | 23,049 | 14 17 8½ | 3 7 | 1 6½ | 5 1½ |
| Leitrim, | 1,584 6 7 | 431 14 11 | 2,016 1 8 | 191 | 9,718 | 10 11 1½ | 3 3 | 0 10½ | 4 1½ |
| Mayo, | 3,968 17 5 | 1,767 6 10 | 5,736 4 3 | 366 | 24,966 | 14 16 8½ | 3 2 | 1 5 | 4 7 |
| Roscommon, | 2,760 13 2 | 454 11 4 | 3,215 4 6 | 234 | 13,272 | 13 14 9½ | 4 1½ | 0 8½ | 4 10 |
| Sligo, | 2,137 11 8 | 864 8 7 | 3,002 0 3 | 204 | 11,583 | 14 14 2½ | 3 8 | 1 6½ | 5 3½ |
| Total, | 14,583 2 6 | 5,316 15 0 | 19,899 17 6 | 1,414 | 62,588 | 14 1 5½ | 3 6½ | 1 3½ | 4 9½ |
| Grand Total, | 98,179 5 2 | 38,701 12 0 | 136,880 17 2 | 8,133 | 489,644 | 16 16 7½ | 3 11 | 1 6½ | 5 5½ |

(a.) In addition to this sum of £136,880 17s. 2d., the Teachers received (as stated in par. 45) £58,659 10s. 9d. for the year ended 31st March, 1892, out of the Customs and Excise Grant. For the same year £17,789 3s. 1d. out of the same grants was payable to the Guardians of the Contributory Unions in partial reimbursement of their contribution of £22,691 2s. 0d. to Teachers from the rates.

(b.) The Grand Total excludes £7,962 9s. 2d., the value estimated by the managers of free residences for the teachers, but it includes £1,313 14s. 1d. the estimated profits of free gardens or farms.

There was a decrease upon the previous year of £4,299 2s. 9d. in the school fees of the pupils, and of £3,091 10s. 11d. in the local subscriptions; total, £7,390 13s. 8d.

46. The next Table shows the amount of school-fees and subscriptions including (except for the years 1885-1891) the value of free residences, and the amount of the contributions from local rates received by Teachers each year from 1875 to 1891.

| Year. | School-fees and Subscriptions. | Contributions from Local Rates. | Total. |
|-----------|--------------------------------|---------------------------------|---------------|
| | £ s. d. | £ s. d. | £ s. d. |
| 1875, . . | 84,869 4 9 | 27,918 6 10 | 112,770 11 7 |
| 1876, . . | 107,685 12 5 | 30,429 19 6 | 138,115 11 11 |
| 1877, . . | 119,377 6 3 | 21,687 18 10 | 141,065 5 1 |
| 1878, . . | 125,429 2 0 | 16,791 0 11 | 142,211 2 11 |
| 1879, . . | 126,257 11 7 | 12,864 13 6 | 139,062 5 1 |
| 1880, . . | 131,816 12 6 | 8,324 6 7 | 140,140 19 1 |
| 1881, . . | 132,403 17 8 | 9,840 3 1 | 142,244 0 9 |
| 1882, . . | 134,386 2 1 | 11,906 7 1 | 146,292 9 2 |
| 1883, . . | 137,283 13 9 | 14,403 15 2 | 151,687 8 11 |
| 1884, . . | 145,401 9 10 | 11,936 18 6 | 157,338 8 4 |
| 1885, . . | 145,062 17 7 | 14,453 11 7 | 159,516 9 2 |
| 1886, . . | 147,172 16 6 | 16,609 9 6 | 163,782 6 0 |
| 1887, . . | 150,473 5 0 | 15,897 13 7 | 166,370 18 7 |
| 1888, . . | 149,145 10 6 | 17,683 19 7 | 166,829 10 1 |
| 1889, . . | 150,216 5 4 | 27,134 16 8 | 177,351 2 0 |
| 1890, . . | 144,271 10 10 | 24,539 16 10 | 168,811 7 8* |
| 1891, . . | 136,880 17 2 | 22,691 2 0 | 159,571 19 2* |

47. As the preceding return of localaid towards the incomes of the Teachers accounted for each year does not include the total amount of funds annually subscribed in aid of National Education by local parties, we have caused a Return to be prepared showing the additional sums locally provided by the School Managers in aid of education in the year 1891. The amount thus subscribed was £66,039 16s. 9d., of which £30,693 15s. 7d. was applied to the erection of new buildings, additions to school premises, &c., and £35,346 1s. 2d., repairs, improvements of house and furniture, &c.

* See note, page 30, as to the Customs and Excise Grant not included in the above total.

RESULTS FEES.

48. The Results Fees payable according to scale from the Parliamentary Grant to the Teachers of schools are determined on the answering of the pupils at the Annual Results Inspections, and are in two parts:

- (a) Fees payable irrespective of the condition of local aid;
- (b) Fees payable on condition of local aid.

In non-contributory Poor Law Unions, should the local aid raised for the schools respectively be less than a moiety of the Results Fees earned according to scale, only so much of the moiety, penny for penny, as is equalled by the local aid is payable to the Teachers. In schools in contributory Poor Law Unions (under the Act 38 & 39 Vict, cap. 96), the Teachers are assured the contingent moiety, in virtue of an equivalent amount of the contributory rate.

Results
fees paid.

49. Of unconditional results fees (a), £102,718 2s. 2d., and of contingent results fees (b), £102,704 8s. 11d. were paid within the financial year, making the total results fees paid from the Imperial Exchequer £205,422 11s. 1d. Adding the results payments from the rates of contributory Unions, £22,691 2s. 0d., we have a total of £228,113 13s. 1d. of Results fees paid to the Teachers.

CONTRIBUTORY UNIONS.

Contributory
Unions.

50. In the 28 Unions that became contributory during the year ended 31st March, 1892, the number of schools examined by Inspectors and in which Results Fees were paid in those Unions, was 1,568. The amount the teachers received out of the rates contributed by the Unions during that period was £22,691 2s. 0d., of which, as already stated, £17,759 3s. 1d. was repaid to the Guardians from the Local Taxation (Customs and Excise) Act.

NON-CONTRIBUTORY UNIONS.

Non-Contributory
Unions.

51. In the remaining 131 Unions there were 6,485 National Schools which the Guardians declined to aid.

In 6,463 of these schools, the local aid contributed was sufficient to secure payment in full of *both moieties* of results fees payable from the Parliamentary vote. In the remaining 22 schools the local aid was slightly deficient, the total deficiency for all of them amounting to only £27 8s. 6d.

The actual amount of money locally provided in non-contributory Unions, according to the managers' certificates, in school pence of pupils and subscriptions, was £110,642 1s. 3d., or an average of £17 1s. 2½d. per school.

TOTAL INCOME OF SCHOOL STAFF.

52. The total income of the teaching staff, from all sources, for the year ended 31st March, 1892, amounted to £950,749 2s. 6d. ^{Total Income.} Of this sum, £732,517 12s. 7d., or 77·0 per cent., was derived from the Board; and the balance, £218,231 9s. 11d., or 23·0 per cent., was provided as follows:—£58,659 10s. 9d. from Customs and Excise Grant; £22,691 2s. 0d. from the Union rates; and £136,880 17s. 2d. from payments by pupils and subscriptions, &c., but exclusive of the estimated value of Free Residences.

ANNUAL INCOME OF THE NATIONAL SCHOOLS.

53. As far as we have been able to ascertain, the aggregate amount of income of the Schools from all sources, including Parliamentary Grant, Rates, School fees, and local subscriptions, during the year 1891, was £994,834 0s. 4d., as shown in the following table. This would give an average of £1 19s. 9½d. for each child in average daily attendance during the year:—

Aggregate annual Income of National Schools, and Cost per Pupil in average daily attendance.*

(a) From Government Grants, 1891-92:—

| | £ | s. | d. | £ | s. | d. |
|--|---------|----|----|---------|----|----|
| Paid out of Vote for Primary Education, | 732,517 | 12 | 7 | | | |
| Paid out of Vote for Board of Public Works (repairs, &c.), | 8,738 | 16 | 8 | | | |
| | | | | 741,256 | 9 | 3 |

(b) Customs and Excise Grant to Schools in Non-contributory Poor Law Unions,†

— 58,659 10 9

(c) From Local sources as under:—

| | | | | | | |
|--|--------|----|---|---------|---|---|
| Subscriptions and Endowments, &c. (towards Incomes of Teachers), | 38,701 | 12 | 0 | | | |
| Subscriptions (towards Repairs, &c.), | 35,346 | 1 | 2 | | | |
| Rates from Contributory Unions, | 22,691 | 2 | 0 | | | |
| School Pence paid by Pupils, | 98,179 | 5 | 2 | | | |
| | | | | 194,918 | 0 | 4 |

Total annual Income of Schools from all sources,

£994,834 0 4

Rate per Pupil from (a) and (b), 1 12 0½

Rate per Pupil from (c), 0 7 9½

Rate per Pupil from all sources, 1 19 9½

* The attendance at Workhouse, Lunatic Asylum Schools, &c., is not included.

† In addition to the above sum from the Customs and Excise Grant, £17,753 3s. 1d. was payable to the Poor Law Guardians of Contributory Unions out of the same Grant in partial reimbursement of their contributions to the Teachers out of the Rates. See Note, page 30.

TEACHERS' INCOMES FOR THE YEAR.

I. PRINCIPAL TEACHERS.

54. The following Table shows the average income of 6,789 Principal Teachers for the year 1891, distinguishing their classes and the sources from which their incomes were derived.

From this Return are excluded Teachers of Model Schools, Teachers of all Schools paid by capitation, Teachers who moved from school to school within the year, and Teachers who did not give service during the entire year.

AVERAGE INCOME OF PRINCIPAL TEACHERS.

| Class of Teacher. | Number of Teachers included in Return. | From Parliamentary Grant in aid. | | From Local Sources. | | TOTAL. |
|-------------------------|--|---------------------------------------|--|--------------------------|--|-----------|
| | | Class Salary and Good Service Salary. | Results Fees, Gratuities, &c., from Board. | Results Fees from Rates. | Local Contributions (including the School Fees of the Pupils and Canteens and Excess Grant). | |
| Males— | | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| P., | 357 | 70 8 8½ | 21 7 7½ | 4 3 3½ | 40 15 9½ | 146 17 8½ |
| P., | 446 | 53 6 2½ | 22 18 10 | 2 5 1½ | 24 6 8½ | 103 17 6½ |
| II., | 1,908 | 44 6 0½ | 39 4 4½ | 1 14 2 | 19 18 11 | 85 8 8½ |
| III., | 1,947 | 35 0 6 | 15 2 1½ | 1 1 6½ | 16 2 7½ | 67 8 8½ |
| Total, . . . | 4,661 | — | — | — | — | — |
| Average of all Classes, | — | 44 15 8½ | 19 8 9 | 1 15 10½ | 21 1 1 | 87 1 2 |
| Females— | | | | | | |
| P., | 251 | 57 3 7½ | 25 16 8½ | 2 9 3½ | 26 16 7½ | 113 5 2½ |
| P., | 270 | 43 4 1½ | 21 7 6½ | 2 7 1½ | 21 14 2½ | 88 18 10½ |
| II., | 1,280 | 34 14 1½ | 17 17 2 | 1 16 8 | 17 4 1½ | 71 12 1 |
| III., | 886 | 27 10 10½ | 14 9 9½ | 1 4 0½ | 14 16 11 | 56 1 8½ |
| Total, . . . | 2,788 | — | — | — | — | — |
| Average of all Classes, | — | 35 13 2½ | 18 1 11½ | 1 17 2½ | 17 17 1 | 72 9 6 |

II. ASSISTANT TEACHERS.

The following Table shows the average income of 643 male and 1,929 Female Assistant Teachers.

| | Males. | Females. |
|--|--------------------|---------------------|
| Salary, | £ s. d. 25 3 2½ | £ s. d. 27 1 10½ |
| Results Fees from Board, | 12 0 1½ | 10 16 2 |
| Results Fees from Rates, | 1 10 8½ | 1 13 3½ |
| School Fees, Subscriptions, &c., | 4 0 6½ | 3 10 5 |
| Total (Average), | 43 4 14 1 | 43 0 8½ |

CLASSIFICATION OF PUPILS.

55. The following table shows the literary classification of 700,670 pupils who made an attendance within the last fourteen days of the month immediately preceding the Results Examinations in the year ended 31st December, 1891:—

| | Junior Classes. | | | | Advanced Classes. | | | | Total. |
|----------------|-----------------|----------|-----------|------------|-------------------|----------|-----------|------------|---------|
| | Infants. | Class I. | Class II. | Class III. | Class IV. | Class V. | Class VI. | Class VII. | |
| All Ireland, . | 183,325 | 109,832 | 28,796 | 22,359 | 75,667 | 54,032 | 35,442 | 41,177 | 700,670 |
| Per-centage, | 27% | 15% | 14% | 13% | 10% | 7% | 5% | 5% | — |
| Per-centage, | 27% | 42% | | | 29% | | | | — |

RESULTS EXAMINATIONS.

56. Since the 1st March, 1877, each pupil, in order to qualify for presentation at the Results Examination, has been required in day schools to make 100 attendances of at least four hours a day for secular instruction, and in evening schools 50 attendances of two hours each evening.

57. The total number of Schools examined for Results within the twelve months ended 31st December, 1891, by the Inspectors and for which we have been able to tabulate the following particulars, was 8,281, viz:—

| | |
|---|-------|
| No. of Ordinary Schools examined, | 7,997 |
| „ Model Schools (separate departments), | 85 |
| „ P. L. Union Schools (Fees payable by the Guardians, at their discretion), | 157 |
| „ Evening Schools, | 42 |

(a.) Number of pupils who attended once or oftener within the last fourteen days of Results year:—

Males, 344,091; Females, 356,579; Total, 700,670.

(b.) The average daily attendance, as already stated, for twelve months, ended 31st December, 1891, was:—

Males, 249,718; Females, 256,618; Total, 506,336.

(c.) Number of pupils qualified by attendances for presentation at examinations for Results:—

Males, 277,695; Females, 291,009; Total, 568,704.

(d.) Number who were present and examined on day of inspection for Results:—

Males, 267,488; Females, 276,819; Total, 544,307.

NUMBERS EXAMINED AT ANNUAL RESULTS INSPECTIONS.

58. The following results have been ascertained through individual examination of the pupils of National Schools by the Inspectors at their annual inspections:—

CLASSES.

| GRADES. | Number Examined. | Number Passed. | Percentage Passed. |
|----------------------------|------------------|----------------|--------------------|
| Infants, | 121,319 | 112,648 | 92·8 |
| First Class, . . . | 85,651 | 73,284 | 85·5 |
| Second Class, . . . | 84,203 | 69,468 | 82·5 |
| Third Class, . . . | 78,601 | 62,004 | 78·8 |
| Fourth Class, . . . | 64,966 | 47,674 | 73·3 |
| Fifth Class (1st stage), . | 47,417 | 34,253 | 72·2 |
| Fifth Class (2nd stage), . | 32,095 | 25,015 | 77·9 |
| Sixth Class, . . . | 30,055 | 21,180 | 70·4 |
| Total, . . . | 544,307 | 445,536 | 81·8 |

Percentage of pupils examined in each class to the total number examined in all the classes:—

| | |
|---------------------------------------|-------------|
| Percentage in Infants' grade, | 22·3 |
| Class I., | 15·7 |
| Class II., | 15·5 |
| Class III., | 14·5 |
| Class IV., | 11·9 |
| Class V. (1st stage), | 8·7 |
| Class V. (2nd stage), | 5·9 |
| Class VI., | 5·5 |
| | <hr/> 100·0 |

GENERAL ABSTRACT.

SUBJECTS AND CLASSES.

| CLASSES. | No. of Pupils examined for Results. Fees in subject. | No. of Passes assigned for answering in subject. | Percentage of Passes to No. of Pupils examined. | CLASSES. | No. of Pupils examined for Results. Fees in subject. | No. of Passes assigned for answering in subject. | Percentage of Passes to No. of Pupils examined. |
|-----------------|--|--|---|-------------------|--|--|---|
| READING. | | | | GRAMMAR. | | | |
| Class I., . . . | 85,651 | 81,362 | 94.9 | Class III., . . . | 78,601 | 58,383 | 74.2 |
| " II., . . . | 84,303 | 78,088 | 92.7 | " IV., . . . | 64,966 | 43,174 | 66.4 |
| " III., . . . | 78,601 | 73,245 | 93.1 | " V., . . . | 47,417 | 29,823 | 62.8 |
| " IV., . . . | 64,966 | 60,926 | 93.7 | " V., . . . | 32,095 | 21,749 | 67.8 |
| " V., . . . | 47,417 | 45,246 | 95.4 | " VI., . . . | 30,035 | 20,884 | 69.4 |
| " V., . . . | 32,095 | 31,385 | 97.8 | Total, . . . | 253,134 | 174,033 | 68.7 |
| " VI., . . . | 30,035 | 28,893 | 96.4 | GEOGRAPHY. | | | |
| Total, . . . | 422,988 | 399,255 | 94.4 | Class III., . . . | 78,601 | 61,854 | 78.6 |
| WRITING. | | | | " IV., . . . | 64,966 | 48,173 | 74.1 |
| Class I., . . . | 85,651 | 82,569 | 96.3 | " V., . . . | 47,417 | 34,119 | 71.9 |
| " II., . . . | 84,303 | 80,730 | 95.8 | " V., . . . | 32,095 | 22,282 | 69.2 |
| " III., . . . | 78,601 | 76,478 | 97.2 | " VI., . . . | 30,035 | 20,295 | 67.5 |
| " IV., . . . | 64,966 | 62,007 | 96.9 | Total, . . . | 253,134 | 186,673 | 73.7 |
| " V., . . . | 47,417 | 45,087 | 95.0 | AGRICULTURE. | | | |
| " V., . . . | 32,095 | 30,711 | 95.6 | Class IV., . . . | 28,333 | 16,132 | 56.8 |
| " VI., . . . | 30,035 | 28,374 | 94.4 | " V., . . . | 21,003 | 13,132 | 62.3 |
| Total, . . . | 422,988 | 404,876 | 95.7 | " V., . . . | 14,489 | 9,468 | 65.4 |
| ARITHMETIC. | | | | " VI., . . . | 14,813 | 10,039 | 67.7 |
| Class I., . . . | 85,651 | 76,294 | 89.0 | Total, . . . | 78,739 | 48,791 | 61.9 |
| " II., . . . | 84,303 | 74,715 | 88.7 | BOOK-KEEPING. | | | |
| " III., . . . | 78,601 | 65,357 | 83.1 | Class VI., . . . | 10,737 | 7,467 | 69.2 |
| " IV., . . . | 64,966 | 49,998 | 76.9 | " V., . . . | 7,744 | 5,079 | 65.3 |
| " V., . . . | 47,417 | 37,165 | 78.3 | " VI., . . . | 6,794 | 4,250 | 63.9 |
| " V., . . . | 32,095 | 25,988 | 80.9 | Total, . . . | 25,245 | 16,827 | 66.6 |
| " VI., . . . | 30,035 | 21,592 | 71.8 | NEEDLEWORK. | | | |
| Total, . . . | 422,988 | 351,109 | 83.0 | Class II., . . . | 38,547 | 35,746 | 92.3 |
| SPELLING. | | | | " III., . . . | 37,071 | 34,740 | 93.2 |
| Class I., . . . | 85,651 | 78,322 | 91.4 | " IV., . . . | 31,915 | 29,284 | 91.7 |
| " II., . . . | 84,303 | 70,546 | 83.7 | " V., . . . | 23,569 | 21,177 | 89.8 |
| " III., . . . | 78,601 | 60,609 | 76.4 | " V., . . . | 15,845 | 14,583 | 92.0 |
| " IV., . . . | 64,966 | 47,803 | 73.5 | " VI., . . . | 13,521 | 12,740 | 94.2 |
| " V., . . . | 47,417 | 37,540 | 79.1 | Total, . . . | 162,059 | 148,270 | 91.4 |
| " V., . . . | 32,095 | 28,685 | 89.3 | | | | |
| " VI., . . . | 30,035 | 27,074 | 90.0 | | | | |
| Total, . . . | 422,988 | 350,659 | 82.7 | | | | |

SUBJECTS AND CLASSES (continued).

| VOCAL MUSIC. | | | | | | | | | |
|---------------------|------------------|----------|--------|-------------------|----------|--------|--------------|----------|--------|
| | NUMBER EXAMINED. | | | NUMBER OF PASSES. | | | PER-CENTAGE. | | |
| | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. |
| Class II. | 4,317 | 10,226 | 14,543 | 3,319 | 8,516 | 11,835 | 768 | 832 | 813 |
| " III. | 4,678 | 11,039 | 15,716 | 3,758 | 9,525 | 13,283 | 803 | 863 | 845 |
| " IV. | 4,003 | 9,163 | 13,166 | 2,966 | 7,286 | 10,252 | 740 | 822 | 797 |
| " V. | 2,838 | 4,354 | 7,192 | 2,197 | 5,302 | 7,499 | 768 | 843 | 820 |
| " VI. | 1,960 | 4,673 | 6,633 | 1,544 | 3,829 | 5,433 | 791 | 850 | 832 |
| " VII. | 1,678 | 4,636 | 6,314 | 1,054 | 3,230 | 4,284 | 667 | 823 | 784 |
| Total. | 19,384 | 45,982 | 65,366 | 14,838 | 38,613 | 53,451 | 765 | 840 | 813 |
| INSTRUMENTAL MUSIC. | | | | | | | | | |
| Class V. | 7 | 236 | 243 | 7 | 218 | 225 | 1000 | 947 | 949 |
| " VI. | 4 | 212 | 216 | 4 | 231 | 235 | 1000 | 874 | 965 |
| " VII. | 2 | 599 | 601 | 2 | 518 | 520 | 1000 | 910 | 910 |
| Total. | 13 | 1,047 | 1,060 | 13 | 967 | 980 | 1000 | 938 | 929 |
| DRAWING. | | | | | | | | | |
| Class III. | 6,019 | 7,512 | 13,531 | 4,618 | 5,998 | 10,616 | 767 | 719 | 740 |
| " IV. | 5,839 | 6,935 | 12,774 | 4,098 | 4,829 | 8,927 | 734 | 700 | 724 |
| " V. | 4,130 | 5,502 | 9,632 | 3,134 | 3,932 | 7,066 | 760 | 727 | 742 |
| " VI. | 2,936 | 3,848 | 6,784 | 2,336 | 3,069 | 5,405 | 805 | 781 | 791 |
| " VII. | 2,745 | 4,394 | 7,139 | 2,143 | 3,630 | 5,773 | 780 | 825 | 807 |
| Total. | 21,369 | 27,201 | 48,570 | 16,369 | 20,756 | 37,125 | 769 | 761 | 753 |
| KINDERGARTEN. | | | | | | | | | |
| INFANTS: | 8,851 | 11,830 | 20,681 | 8,362 | 11,629 | 19,991 | 942 | 960 | 953 |
| Class I. | 2,653 | 4,322 | 6,975 | 2,549 | 4,178 | 6,727 | 960 | 968 | 965 |
| " II. | 1,170 | 1,343 | 2,513 | 1,128 | 1,302 | 2,430 | 964 | 969 | 966 |
| " III. | 118 | 97 | 215 | 117 | 91 | 208 | 991 | 938 | 967 |
| Total. | 12,792 | 17,645 | 30,437 | 12,136 | 17,000 | 29,136 | 948 | 963 | 957 |

General Abstract of Results in Extra and Optional Subjects:—

| | Number of Schools. | No. Ex- amined. | No. of Passes. |
|---|--------------------------|--------------------|-------------------|
| Vocal Music, | 1,135 | 65,366 | 53,486 |
| Instrumental Music, | 168 | 1,054 | 980 |
| Drawing, | 1,047 | 49,201 | 37,075 |
| Kindergarten, | 370 | 30,437 | 29,136 |
| Girls' Reading Book and Domestic Economy, | 309 | 3,341 | 2,119 |
| Sewing Machine and Dressmaking, | 425 | 4,438 | 8,477 |
| Cookery, | 48 | 963 | 908 |
| Management of Poultry, | 8 | 159 | 133 |
| Dairy Management, | 5 | 92 | 79 |
| Geometry and Mensuration, | 1,978 | 5,938 | 4,027 |
| Algebra, | 1,447 | 12,693 | 8,202 |
| Trigonometry, | 10 | 67 | 60 |
| Mechanics, | 3 | 4 | 4 |
| Hydrostatics and Pneumatics, | 1 | 39 | 37 |
| Magnetism and Electricity, | 14 | 176 | 142 |
| Heat and Steam Engine, | 2 | 33 | 29 |
| Chemistry, | 2 | 15 | 13 |
| Light and Sound, | 1 | 2 | 1 |
| Physical Geography, | 490 | 5,151 | 3,476 |
| Botany, | 1 | 47 | 42 |
| Hygiene, | 24 | 419 | 349 |
| Handicraft, | 14 | 259 | 243 |
| French, | 96 | 1,116 | 856 |
| Irish, | 40 | 716 | 515 |
| Latin, | 28 | 144 | 113 |
| Greek, | 3 | 5 | 5 |
| Weaving, | 2 | 46 | 46 |

The money value of the passes gained in Extras (excluding Vocal Music, Drawing, and Kindergarten) was £6,381 15s. 6d.; of this sum £3,057 5s. represented the value in Geometry and Algebra; £530 10s. in Latin, Greek, French, and Irish; £869 0s. in Physical Geography, and £1,438 15s. 6d. in branches, exclusive of Needlework, for Females only. The remainder, £486 5s., was spread over the other subjects.

The money value of the passes gained in Vocal Music, Drawing, and Kindergarten, for the year was £13,905 8s. 0d.

COMPARATIVE VIEW.

59. The per-centages of passes gained in Reading, Writing, and Arithmetic in each of the last four years, are set forth in the following table:—

| | 1887. | 1888. | 1889. | 1890. |
|-----------------------|-------|-------|-------|-------|
| Reading, | 94.4 | 94.7 | 94.7 | 94.1 |
| Writing, | 96.7 | 96.3 | 96.3 | 95.9 |
| Arithmetic, | 83.0 | 82.6 | 83.1 | 82.3 |

PRIVATE CONTRIBUTIONS ADMINISTERED BY THE BOARD.

Carlisle
and Blake
Premiums.

60. The "Carlisle and Blake" Fund is at the disposal of this Board for the special recognition, in practical form, of distinguished merit of Teachers as school-keepers. The Premiums are £5 to one successful candidate in each school district in every fourth year. The names of the Teachers who secured the Prizes for 1890 will be found in the Appendix.

Reid
Bequest.

The "Reid Bequest Special Prizes," varying from £25 to £10 each, were awarded to twelve Male Paid Monitors of National Schools in the County Kerry for superior answering in Competitive Examinations for the Prizes, under the Will of the late R. T. Reid, Esq. The names, &c., will be found in the Appendix.

BOOKS AND REQUISITES

Books and
Requisites.

61. The amount we received for books, school requisites, and apparatus, issued from our stores to National Schools, in 1891-2, was £30,969 19s. 1d.

The value of requisites and apparatus granted as Free Stock in 1891-2, including School Account Books, was £1,393 17s. 11d.

The business of our book stores has proceeded on its usual large scale. The articles issued cover the whole range of school requirements in regard to books, apparatus, kindergarten, needlework, &c. The number of requisitions for goods received from schools during the year was 27,779, of which 27,452 were purchases, and 327 were free grants. The number of reading books issued during the year was 1,154,836, and the number of copy and drawing books was 2,622,228.

The books, requisites, &c., were sold at their cost price, and under the provisions of the Parliamentary grant were sent, carriage free, to the stations nearest to the schools.

TEACHERS' PENSION ACT (1879).

Pensions
for
Teachers.

62. Under the provisions of this Act the sum of £1,300,000 of the Surplus Fund of the late Established Church was appropriated to assist the National Teachers, in the payment of their Premiums for Pensions. The aid from the proceeds of this fund relieves the Teachers to the extent of three-fourths of their Premiums, and the remaining one-fourth is deducted in this office in quarterly instalments from the Teachers' salaries, and paid over to the Pension Fund. The amount paid to the Pension Fund from the deductions from the Teachers' Salaries last year was £9,252.

The number of Teachers drawing Pensions on the 31st of December, 1891, was 949, and the total amount of their Pensions was £33,132.

Besides, during the year 1891, 75 Teachers retired from the service, on account of broken down health, before they attained the age for compulsory retirement on pension. By a very beneficent provision of the Act these Teachers were awarded gratuities on their retirement amounting in the total of the 75 cases to £7,466. Total paid in 1891 to retired Teachers from the Pension Fund, £40,598.

But, in addition to the above amount paid to Teachers under the Pensions Act, there was a sum of £914 granted from the Parliamentary Funds, as retiring gratuities under the old system, to Teachers who did not join the Pension Scheme, thus bringing up the total sum paid to retired Teachers in the year to £41,512.

63. The following Table shows the Number of National Teachers who in each year since the commencement of the Pension Act (1st January, 1880), were in receipt of Pensions from the Fund; also of those to whom, on Retirement, Gratuities were awarded, with the Total Amounts each year.

| — | NUMBER OF TEACHERS. | | | | Total Amounts paid each Year in Pensions and Gratuities to retired Teachers. |
|----------------|---|---------|-----------------------------------|---------|--|
| | On Pension on 31st December of each Year. | | Receiving Gratuities during Year. | | |
| | Number. | Amount. | Number. | Amount. | |
| | | £ | | £ | £ |
| 1880, | 147 | 5,085 | 31 | 3,389 | 8,474 |
| 1881, | 224 | 8,478 | 57 | 5,546 | 14,024 |
| 1882, | 296 | 10,809 | 75 | 8,139 | 18,948 |
| 1883, | 371 | 13,719 | 71 | 7,194 | 20,913 |
| 1884, | 439 | 16,175 | 81 | 8,044 | 24,219 |
| 1885, | 489 | 17,683 | 68 | 6,894 | 24,577 |
| 1886, | 571 | 20,803 | 51 | 4,873 | 25,676 |
| 1887, | 653 | 23,792 | 67 | 6,659 | 30,451 |
| 1888, | 739 | 26,800 | 96 | 5,831 | 32,631 |
| 1889, | 825 | 29,618 | 82 | 5,064 | 34,682 |
| 1890, | 876 | 30,902 | 73 | 7,208 | 38,110 |
| 1891, | 940 | 33,132 | 75 | 7,466 | 40,598 |
| Total, | — | — | — | — | 314,168 |

The Teachers' Pension Fund was strengthened in 1891-2 by the addition of £90,000, granted by Parliament as the equivalent to Ireland for the English School "Fee Grant" for that year.

PROPOSED SCHEME FOR WIDOWS AND ORPHANS FUND.

64. With reference to our statement in last Report to the effect that the scheme proposed for establishing a fund for the relief of Widows and Orphans of deceased National Teachers was then under the consideration of the Lords of Her Majesty's Treasury for sanction, we regret to be unable to report as yet any final decision.

65. Attached hereto are comparative tables of statistics of proficiency and expenditure, &c., for a series of years, and our financial statement for the year ended 31st March last.

66. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Nineteenth day of July, One Thousand Eight Hundred and Ninety-two.

SEAL

(Signed),

| | |
|---------------|-----------------------|
| J. C. TAYLOR, | } <i>Secretaries.</i> |
| W. R. MOLLOY, | |

STATEMENT OF ACCOUNT

FROM

1st APRIL, 1891, TO 31st MARCH, 1892

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED.

P. YOUNG, } *Financial Assistant*
 { *Secretary.*

The following STATEMENT of ACCOUNT will show the FUNDS at the disposal of the COMMISSIONERS in 1891-92, and how they have been distributed:—

| | £ | s. | d. |
|---|-----------|----|----|
| The balance on 1st April, 1891, | 80,299 | 17 | 7 |
| Parliamentary Grant for 1891-92, | 866,539 | 0 | 0 |
| Model Schools:— | | | |
| School Fees received from Pupils attending Model Schools, a portion of which (£3,258 0s. 10d.) is included in the payments made by the Commissioners to the Teachers of these Schools, and the remainder (£2,020 9s. 6d.) is appropriated in aid of the Vote, | 5,278 | 10 | 4 |
| Agricultural Establishments:— | | | |
| Amount received by the Commissioners in Students' Fees and in Sales of Farm Produce at their Model Farms. These receipts are appropriated in aid of the Vote, viz. | | | |
| Albert Establishment (Glasnevin): | | | |
| Students' Fees, | £430 | 0 | 0 |
| Farm Produce, | £2,937 | 10 | 5 |
| | £3,357 | 10 | 5 |
| Munster Establishment, Cork: | | | |
| Students' Fees, | £352 | 17 | 0 |
| Farm Produce, | £944 | 15 | 11 |
| | £1,297 | 12 | 11 |
| | 4,655 | 3 | 4 |
| Book and School Apparatus Department:— | | | |
| Net Amount received for Books and other School Requisites sold to National Schools, appropriated in aid of the Vote, | 30,969 | 19 | 1 |
| Miscellaneous Receipts in aid of vote, | 165 | 1 | 4 |
| Private Contribution Fund:— | | | |
| Dividends on Legacies and Donations (private contributions) invested in Government Securities, | 364 | 1 | 0 |
| Income Tax deductions, payable to Inland Revenue Department, | 1,137 | 5 | 6 |
| Received for Requisites on account of Her Majesty's Stationery Office, | 4 | 15 | 6 |
| Sundry repayments of moneys due to the account of the vote of previous year (1890-91), | 464 | 8 | 2 |
| Local Taxation—Customs and Excise, | 78,684 | 12 | 0 |
| Rates Contributions Account:— | | | |
| Contributions from Rates by the Guardians of Poor Law Unions in aid of Results Fees to Teachers of National Schools, | £20,336 | 10 | 2 |
| Lapsed Money Orders Refunded, | 308 | 10 | 9 |
| | 20,645 | 0 | 11 |
| Stoppages from Quarterly Salaries of Teachers of one-fourth Premiums for Pensions, under Act 42 & 43 Vic., c. 74, 1879, | 9,212 | 14 | 0 |
| Deposit Fees by Students, | 70 | 0 | 0 |
| Carried forward, | 1,098,490 | 8 | 9 |

The EXPENDITURE during the year was as follows:—

| OFFICE IN DUBLIN: | | £ | s. | d. | £ | s. | d. |
|---|---|---------|----|----|---------|----|----|
| 1. Salaries and Wages, | | 24,835 | 5 | 7 | | | |
| 2. Travelling Expenses, | | 354 | 4 | 1 | | | |
| 3. Legal Expenses, | | 37 | 9 | 10 | | | |
| 4. Rent, | | 115 | 7 | 8 | | | |
| 5. Incidental Expenses, | | 137 | 4 | 6 | | | |
| | | | | | 25,479 | 11 | 8 |
| INSPECTION: | | | | | | | |
| 1. Salaries, | | 30,296 | 5 | 8 | | | |
| 2. Travelling and Personal Allowances, | | 11,371 | 12 | 1 | | | |
| | | | | | 41,667 | 17 | 9 |
| TRAINING: | | | | | | | |
| Marlborough-street Training College, | | 9,421 | 10 | 9 | | | |
| Training Colleges, under local management, | | 20,221 | 4 | 3 | | | |
| | | | | | 29,642 | 15 | 0 |
| MODEL SCHOOLS: | | | | | | | |
| 1. Central, | | *4,683 | 1 | 9 | | | |
| 2. Metropolitan, | | *2,175 | 12 | 10 | | | |
| 3. District, | | *18,589 | 0 | 10 | | | |
| 4. Minor, | | *5,520 | 14 | 1 | | | |
| 5. Retiring Gratuities to Model School Teachers, | | 640 | 13 | 3 | | | |
| | | | | | 31,609 | 2 | 9 |
| ORDINARY NATIONAL SCHOOLS: | | | | | | | |
| 1. Principal and Assistant Teachers— Salaries, £440,063 18s. 11d., Principal and Assistant Teachers— Results, £201,130 13s. 7d., | } | 641,194 | 12 | 6 | | | |
| 2. Workmistresses, | | 9,278 | 16 | 6 | | | |
| 3. Good Service Salaries, | | 1,291 | 8 | 8 | | | |
| 4. Monitors, | | 45,842 | 13 | 9 | | | |
| 5. Training Monitors, &c., | | 9,049 | 6 | 8 | | | |
| 6. Travelling Expenses—Teachers' and Monitors' Examination, | | 833 | 10 | 8 | | | |
| 7. Organizing Teachers, | | 412 | 2 | 10 | | | |
| 8. Retiring Gratuities (under the old provisions), | | 273 | 14 | 5 | | | |
| 9. Incidental Expenditure, | | 93 | 5 | 0 | | | |
| 10. Repayment to General Post Office of Commission to Local Postmasters, | | 178 | 2 | 9 | | | |
| 11. Free Grants of Books and School Requisites, | | 835 | 9 | 9 | | | |
| | | | | | 709,283 | 3 | 6 |
| Carried forward, | | — | | | 837,682 | 10 | 8 |

* Including the portion of the School Fees (see page 15), appropriated towards payment of the Teachers.

STATEMENT of ACCOUNT—continued.

| | £ | s. | d. |
|--|-------------|----|----|
| Brought forward, . . . | 1,098,490 | 8 | 9 |
|  | | | |
| Total, . . . | £ 1,098,490 | 8 | 9 |

EXPENDITURE during the year—continued.

| | £ | s. | d. | £ | s. | d. |
|---|--------|----|----|-------------|----|----|
| Brought forward, | — | | | 837,682 | 10 | 8 |
| AGRICULTURAL ESTABLISHMENTS: | | | | | | |
| General Superintendence and Inspection, | 596 | 14 | 2 | | | |
| Albert Agricultural Training Institution, | 2,873 | 8 | 10 | | | |
| Farms and Gardens, | 2,199 | 7 | 5 | | | |
| Munster Agricultural Training Institution, | 749 | 17 | 9 | | | |
| Farm, | 1,030 | 14 | 4 | | | |
| Agricultural Schools, | 340 | 3 | 2 | | | |
| Gardens, | 67 | 3 | 5 | | | |
| Classes, | 177 | 2 | 1 | | | |
| Experiments on the Potato, | 51 | 5 | 10 | | | |
| | | | | 8,085 | 17 | 0 |
| BOOK AND SCHOOL APPARATUS DEPARTMENT: | | | | | | |
| Purchase of Books and other requisites, | 36,004 | 16 | 6 | | | |
| Wages of Packers, &c., &c., | 681 | 17 | 0 | | | |
| | | | | 36,686 | 13 | 6 |
| Moiety of Rentcharge of Teachers' Residences repaid to Managers by Commissioners, | — | | | 2,781 | 7 | 10 |
| Payments to Her Majesty's Stationery Office of amount of Sales of Account Books, Commissioners' Rules, and Reports, &c., to Managers, | — | | | 11 | 17 | 5 |
| Private Contribution Fund, Payments to Schools from, | — | | | 313 | 0 | 0 |
| INCOME TAX: | | | | | | |
| Payments to Inland Revenue Department of deductions for Income Tax, | 1,162 | 17 | 11 | | | |
| Amount refunded on Claims, | 1 | 17 | 9 | | | |
| | | | | 1,164 | 15 | 8 |
| Payment to Pensions Fund of amounts stopped from Quarterly Salaries of Teachers, under the Act 42 & 43 Vic., c. 74, 1879, | — | | | 9,212 | 14 | 0 |
| RATES CONTRIBUTIONS ACCOUNT: | | | | | | |
| Payments to Teachers, | 22,691 | 2 | 0 | | | |
| Re-issue of Lapsed Money Orders, &c., Returned to Guardians of Unions which have ceased to be contributory, | 308 | 10 | 9 | | | |
| | 638 | 9 | 3 | 23,638 | 2 | 0 |
| Deposits returned to Students, | — | | | 294 | 0 | 0 |
| LOCAL TAXATION—Customs and Excise, | — | | | 75,712 | 12 | 7 |
| PAYMENTS TO HER MAJESTY'S EXCHEQUER: | | | | | | |
| Balances paid over for 1890-91 to close the Accounts of Exchequer Extra Receipts, viz.: | | | | | | |
| Books and School Requisites, | 1,878 | 5 | 5 | | | |
| Model School Fees, | 2,071 | 16 | 9 | | | |
| Miscellaneous Receipts, | 112 | 0 | 0 | | | |
| Balance of Parliamentary Vote of 1890-91 surrendered, | — | | | 4,062 | 2 | 2 |
| | | | | 49,819 | 17 | 7 |
| Balance on 31st March, 1892, | | | | £ 49,024 | 18 | 4 |
| Total, | | | | £ 1,098,490 | 8 | 9 |

A.—The following Table shows the amount of School Fees received from Pupils in the Model Schools severally, and also the Expenditure on each School. Under head of Salaries and Allowances are included the amounts apportioned to Principal and Assistant Teachers out of the Fees paid by the Pupils:—

| Model School. | Average Daily Attendance. | Receipts in Fees. | Expenditure (including a portion of School Fees). | | |
|---|---------------------------|-------------------|---|----------------------|-------------|
| | | | Salaries and Allowances. | General Expenditure. | Total. |
| | | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Central, . . . | 1,219 | 988 5 9 | 4,429 19 11 | 253 1 10 | 4,683 1 9 |
| West Dublin, . . . | 291 | 123 12 5 | 979 18 7 | 89 13 4 | 1,069 11 11 |
| Glasnevin, . . . | 61 | 21 2 10 | 260 14 11 | 60 8 0 | 321 2 11 |
| Inchicore, . . . | 314 | 135 3 3 | 777 3 11 | 7 14 1 | 784 18 0 |
| Athy, . . . | 76 | 43 3 7 | 283 19 7 | 58 15 0 | 342 14 7 |
| Ballisodare, . . . | 66 | 26 9 7 | 236 16 6 | 53 19 10 | 330 16 4 |
| Ballymena, . . . | 267 | 166 8 5 | 969 15 8 | 68 12 7 | 1,038 8 3 |
| Belfast, . . . | 1,067 | 726 16 5 | 3,913 6 4 | 447 14 1 | 4,366 0 5 |
| Cleonal, . . . | 130 | 113 0 4 | 525 0 4 | 92 14 7 | 617 14 11 |
| Coleraine, . . . | 189 | 149 8 9 | 836 4 10 | 77 18 2 | 914 3 0 |
| Cork, . . . | 441 | 417 0 10 | 1,755 12 9 | 324 10 1 | 2,080 10 10 |
| Dunmanway, . . . | 94 | 38 6 10 | 405 16 1 | 105 3 7 | 510 19 8 |
| Enniscorthy, . . . | 95 | 57 5 1 | 349 8 10 | 70 0 1 | 419 8 11 |
| Enniskillen, . . . | 103 | 175 8 4 | 719 19 9 | 149 14 4 | 869 14 1 |
| Galway, . . . | 73 | 54 17 3 | 306 17 8 | 02 2 9 | 369 0 5 |
| Kilkenny, . . . | 70 | 58 19 2 | 313 5 2 | 111 1 3 | 424 6 5 |
| Limerick, . . . | 170 | 106 15 1 | 667 2 0 | 102 14 7 | 769 17 8 |
| Londonderry, . . . | 378 | 277 16 0 | 1,600 18 6 | 191 8 10 | 1,792 7 4 |
| Newry, . . . | 249 | 192 6 4 | 906 19 11 | 79 6 2 | 986 6 1 |
| Newtownards, . . . | 231 | 146 16 8 | 892 13 0 | 116 12 9 | 1,009 5 9 |
| Sligo, . . . | 100 | 111 7 4 | 537 4 2 | 132 10 0 | 669 14 2 |
| Trim, . . . | 105 | 104 17 3 | 461 10 3 | 56 7 2 | 517 17 5 |
| Waterford, . . . | 102 | 117 6 3 | 355 10 0 | 143 3 2 | 498 13 2 |
| Ballymoney, . . . | 237 | 128 5 9 | 702 17 10 | 21 17 5 | 724 15 3 |
| Carrickfergus, . . . | 234 | 157 12 3 | 786 0 4 | 68 17 1 | 854 17 5 |
| Lurgan, . . . | 312 | 155 4 10 | 936 7 4 | 60 7 8 | 1,004 15 0 |
| Monaghan, . . . | 215 | 99 6 7 | 688 6 10 | 42 8 6 | 730 15 4 |
| Newtownswewart, . . . | 155 | 67 16 8 | 467 12 9 | 34 17 6 | 492 10 3 |
| Omagh, . . . | 317 | 207 12 10 | 1,244 11 2 | 47 8 3 | 1,291 19 5 |
| Parsonstown, . . . | 104 | 77 17 8 | 337 6 3 | 23 15 2 | 361 1 5 |
| | 7,630 | 5,278 10 4 | 27,828 1 10 | 3,173 5 10 | 31,001 7 8 |
| Deduct School Fees, { Amount paid to Teachers, £3,258 0 10 } { Balance passed to H.M. Exchequer, 2,920 9 6 } | | | | | 5,278 10 4 |
| | | | | | 25,722 17 4 |

B.—SUMMARY OF RECEIPTS AND EXPENDITURE at the Commissioners' Model Agricultural Establishments at Glasnevin and Cork.

| NAME OF FARM. | RECEIPTS. | | EXPENDITURE. | | |
|---------------------|-----------------------|--------------------|---|---|--|
| | Farm Produce. | Fees of Pupils. | Working Expenses of Farm, Live Stock, &c. | Maintenance of Agricultural Stations, and Salaries of Agriculturalists, &c. | Total Cost of Farms and Training Institutions. |
| Albert (Glasnevin), | £ s. d. 2,667 10 5 | £ s. d. 430 0 0 | £ s. d. 2,199 7 5 | £ s. d. 2,873 8 10 | £ s. d. 5,672 16 3 |
| Munster (Cork), | 844 15 11 | 332 17 0 | 1,030 14 4 | 749 17 0 | 1,780 12 1 |
| Totals, | 3,512 5 4 | 762 17 0 | 3,230 1 9 | 3,623 6 7 | 6,833 8 4 |
| Deduct, | — | — | 3,572 6 4 | 732 17 0 | 4,305 3 4 |
| | 4,025 3 4 | | 642 4 7 | 2,840 9 7 | 2,138 5 0 |
| | | | (Profit on Farms). | (Net Cost of Agricultural Training). | (Net Cost of entire Establishments). |

Table 18-10

continued from Table 18-9

where \bar{y}_{ij} is the mean for the i th group in the j th treatment, $\bar{y}_{.j}$ is the mean for the j th treatment, $\bar{y}_{i.}$ is the mean for the i th group, and $\bar{y}_{..}$ is the overall mean. The values in parentheses are the degrees of freedom for the various components of variance.

| Treatment | | Group | | Mean | | S.D. | | S.E. | | t | | F | | D.F. | | P | | Q | | R | | S | | T | | U | | V | | W | | X | | Y | | Z | | AA | | AB | | AC | | AD | | AE | | AF | | AG | | AH | | AI | | AJ | | AK | | AL | | AM | | AN | | AO | | AP | | AQ | | AR | | AS | | AT | | AU | | AV | | AW | | AX | | AY | | AZ | | BA | | BB | | BC | | BD | | BE | | BF | | BG | | BH | | BI | | BJ | | BK | | BL | | BM | | BN | | BO | | BP | | BQ | | BR | | BS | | BT | | BU | | BV | | BW | | BX | | BY | | BZ | | CA | | CB | | CC | | CD | | CE | | CF | | CG | | CH | | CI | | CJ | | CK | | CL | | CM | | CN | | CO | | CP | | CQ | | CR | | CS | | CT | | CU | | CV | | CW | | CX | | CY | | CZ | | DA | | DB | | DC | | DD | | DE | | DF | | DG | | DH | | DI | | DJ | | DK | | DL | | DM | | DN | | DO | | DP | | DQ | | DR | | DS | | DT | | DU | | DV | | DW | | DX | | DY | | DZ | | EA | | EB | | EC | | ED | | EE | | EF | | EG | | EH | | EI | | EJ | | EK | | EL | | EM | | EN | | EO | | EP | | EQ | | ER | | ES | | ET | | EU | | EV | | EW | | EX | | EY | | EZ | | FA | | FB | | FC | | FD | | FE | | FF | | FG | | FH | | FI | | FJ | | FK | | FL | | FM | | FN | | FO | | FP | | FQ | | FR | | FS | | FT | | FU | | FV | | FW | | FX | | FY | | FZ | | GA | | GB | | GC | | GD | | GE | | GF | | GG | | GH | | GI | | GJ | | GK | | GL | | GM | | GN | | GO | | GP | | GQ | | GR | | GS | | GT | | GU | | GV | | GW | | GX | | GY | | GZ | | HA | | HB | | HC | | HD | | HE | | HF | | HG | | HH | | HI | | HJ | | HK | | HL | | HM | | HN | | HO | | HP | | HQ | | HR | | HS | | HT | | HU | | HV | | HW | | HX | | HY | | HZ | | IA | | IB | | IC | | ID | | IE | | IF | | IG | | IH | | II | | IJ | | IK | | IL | | IM | | IN | | IO | | IP | | IQ | | IR | | IS | | IT | | IU | | IV | | IW | | IX | | IY | | IZ | | JA | | JB | | JC | | JD | | JE | | JF | | JG | | JH | | JI | | JJ | | JK | | JL | | JM | | JN | | JO | | JP | | JQ | | JR | | JS | | JT | | JU | | JV | | JW | | JX | | JY | | JZ | | KA | | KB | | KC | | KD | | KE | | KF | | KG | | KH | | KI | | KJ | | KK | | KL | | KM | | KN | | KO | | KP | | KQ | | KR | | KS | | KT | | KU | | KV | | KW | | KX | | KY | | KZ | | LA | | LB | | LC | | LD | | LE | | LF | | LG | | LH | | LI | | LJ | | LK | | LM | | LN | | LO | | LP | | LQ | | LR | | LS | | LT | | LU | | LV | | LW | | LX | | LY | | LZ | | MA | | MB | | MC | | MD | | ME | | MF | | MG | | MH | | MI | | MJ | | MK | | ML | | MM | | MN | | MO | | MP | | MQ | | MR | | MS | | MT | | MU | | MV | | MW | | MX | | MY | | MZ | | NA | | NB | | NC | | ND | | NE | | NF | | NG | | NH | | NI | | NJ | | NK | | NL | | NM | | NN | | NO | | NP | | NQ | | NR | | NS | | NT | | NU | | NV | | NW | | NX | | NY | | NZ | | OA | | OB | | OC | | OD | | OE | | OF | | OG | | OH | | OI | | OJ | | OK | | OL | | OM | | ON | | OO | | OP | | OQ | | OR | | OS | | OT | | OU | | OV | | OW | | OX | | OY | | OZ | | PA | | PB | | PC | | PD | | PE | | PF | | PG | | PH | | PI | | PJ | | PK | | PL | | PM | | PN | | PO | | PP | | PQ | | PR | | PS | | PT | | PU | | PV | | PW | | PX | | PY | | PZ | | QA | | QB | | QC | | QD | | QE | | QF | | QG | | QH | | QI | | QJ | | QK | | QL | | QM | | QN | | QO | | QP | | QQ | | QR | | QS | | QT | | QU | | QV | | QW | | QX | | QY | | QZ | | RA | | RB | | RC | | RD | | RE | | RF | | RG | | RH | | RI | | RJ | | RK | | RL | | RM | | RN | | RO | | RP | | RQ | | RR | | RS | | RT | | RU | | RV | | RW | | RX | | RY | | RZ | | SA | | SB | | SC | | SD | | SE | | SF | | SG | | SH | | SI | | SJ | | SK | | SL | | SM | | SN | | SO | | SP | | SQ | | SR | | SS | | ST | | SU | | SV | | SW | | SX | | SY | | SZ | | TA | | TB | | TC | | TD | | TE | | TF | | TG | | TH | | TI | | TJ | | TK | | TL | | TM | | TN | | TO | | TP | | TQ | | TR | | TS | | TT | | TU | | TV | | TW | | TX | | TY | | TZ | | UA | | UB | | UC | | UD | | UE | | UF | | UG | | UH | | UI | | UJ | | UK | | UL | | UM | | UN | | UO | | UP | | UQ | | UR | | US | | UT | | UU | | UV | | UW | | UX | | UY | | UZ | | VA | | VB | | VC | | VD | | VE | | VF | | VG | | VH | | VI | | VJ | | VK | | VL | | VM | | VN | | VO | | VP | | VQ | | VR | | VS | | VT | | VU | | VV | | VW | | VX | | VY | | VZ | | WA | | WB | | WC | | WD | | WE | | WF | | WG | | WH | | WI | | WJ | | WK | | WL | | WM | | WN | | WO | | WP | | WQ | | WR | | WS | | WT | | WU | | WV | | WW | | WX | | WY | | WZ | | XA | | XB | | XC | | XD | | XE | | XF | | XG | | XH | | XI | | XJ | | XK | | XL | | XM | | XN | | XO | | XP | | XQ | | XR | | XS | | XT | | XU | | XV | | XW | | XX | | XY | | XZ | | YA | | YB | | YC | | YD | | YE | | YF | | YG | | YH | | YI | | YJ | | YK | | YL | | YM | | YN | | YO | | YP | | YQ | | YR | | YS | | YT | | YU | | YV | | YW | | YX | | YY | | YZ | | ZA | | ZB | | ZC | | ZD | | ZE | | ZF | | ZG | | ZH | | ZI | | ZJ | | ZK | | ZL | | ZM | | ZN | | ZO | | ZP | | ZQ | | ZR | | ZS | | ZT | | ZU | | ZV | | ZW | | ZX | | ZY | | ZZ | |
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Table 18-11

| Treatment | Group | Mean | S.D. | S.E. | t | F | D.F. | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH | AI | AJ | AK | AL | AM | AN | AO | AP | AQ | AR | AS | AT | AU | AV | AW | AX | AY | AZ |
|-----------|-------|------|------|------|---|---|------|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|-----------|-------|------|------|------|---|---|------|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

STATISTICS FOR IRELAND arranged for comparison with similar Returns for Great Britain.
Population of Ireland (Census of 1891), 4,706,162. Population, 3—23 (both inclusive), 439,634.

| Dist. | General Census. | County or Corpn. 1870 within District area. | School Accom- modation provided, special. | No. of Scholars on Books within last Fourteen Days of Month Year. | | | Average Attendance. | | | Number present at Inspectors. | | | |
|-------|-----------------|--|---|--|--------|----------|-----------------------|-----------------------------|--------|-------------------------------|----------|-----------------------|----------------------------|
| | | | | Total. | Males. | Females. | Under 10 years. | 10 years and over 16. | Total. | Males. | Females. | Under 10 years. | 7 years and above 7. |
| | | | | | | | | | | | | | |
| 1 | Louth. | County of Louth. | 9,402 | 10,417 | 5,251 | 5,166 | 4,894 | 4,213 | 6,088 | 3,111 | 2,978 | 3,077 | 4,823 |
| 2 | Louth. | County of Louth. | 24,776 | 10,974 | 5,418 | 5,556 | 4,316 | 4,316 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 3 | Do. | County of Louth. | 4,700 | 3,352 | 1,792 | 1,562 | 1,381 | 1,381 | 2,414 | 1,269 | 1,145 | 1,370 | 1,370 |
| 4 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 5 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 6 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 7 | Down. | County of Down. | 9,402 | 10,417 | 5,251 | 5,166 | 4,894 | 4,213 | 6,088 | 3,111 | 2,978 | 3,077 | 4,823 |
| 8 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 9 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 10 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 11 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 12 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 13 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 14 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 15 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 16 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 17 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 18 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 19 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 20 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 21 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 22 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 23 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 24 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 25 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 26 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 27 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 28 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 29 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 30 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 31 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 32 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 33 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 34 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 35 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 36 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 37 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 38 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 39 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 40 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 41 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 42 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 43 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 44 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 45 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 46 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 47 | Down. | County of Down. | 9,702 | 8,984 | 4,554 | 4,305 | 4,116 | 4,116 | 6,111 | 3,111 | 2,978 | 3,077 | 4,823 |
| 48 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |
| 49 | Down. | County of Down. | 12,222 | 9,913 | 5,072 | 4,839 | 4,348 | 4,348 | 7,036 | 3,664 | 3,372 | 3,664 | 3,664 |
| 50 | Down. | County of Down. | 11,213 | 10,187 | 5,254 | 4,868 | 4,414 | 4,414 | 7,373 | 3,869 | 3,504 | 4,111 | 4,326 |

| | | | | | | | | | | | | | |
|----|----------------|--------|--------|-------|-------|-------|--------|-------|--------|-------|-------|-------|-------|
| 27 | Recesswood, - | 11,229 | 11,250 | 5,281 | 4,240 | 5,247 | 7,247 | 2,272 | 5,252 | 4,257 | 4,219 | 4,241 | 4,258 |
| 28 | Longford, - | 11,227 | 10,941 | 5,277 | 5,219 | 5,255 | 7,231 | 2,458 | 5,253 | 4,252 | 4,252 | 3,252 | 7,252 |
| 29 | Tulla, - | 12,073 | 2,289 | 4,251 | 4,252 | 2,254 | 2,254 | 3,278 | 4,251 | 4,255 | 3,255 | 1,251 | 4,251 |
| 30 | Uddia, South, | 12,074 | 12,080 | 7,253 | 3,252 | 5,252 | 12,247 | 3,277 | 12,277 | 4,255 | 4,255 | 2,255 | 4,255 |
| 31 | Do., - | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 32 | Ballinacorney, | 6,041 | 6,041 | 6,041 | 6,041 | 6,041 | 6,041 | 6,041 | 6,041 | 6,041 | 6,041 | 6,041 | 6,041 |
| 33 | Galaxy, - | 11,421 | 11,421 | 6,252 | 7,241 | 5,277 | 12,241 | 3,251 | 12,241 | 3,251 | 3,251 | 3,251 | 3,251 |
| 34 | Widdoway, | 11,421 | 9,421 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 35 | Galaxy, - | 12,568 | 12,568 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 36 | Galaxy, - | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 37 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 38 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 39 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 40 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 41 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 42 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 43 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 44 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 45 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 46 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 47 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 48 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 49 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 50 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 51 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 52 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 53 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 54 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 | 4,251 |
| 55 | Galaxy, - | 11,721 | 11,721 | 4,251 | 4,251 | | | | | | | | |

[illegible]

STATISTICS for IRELAND arranged for comparison with similar Returns for Great Britain—(continued).
Population of Ireland (Census of 1891), 4,704,102. Populations, 6—23 (both included), 220,094.

| Dist. | Official Gazette. | COUNT ON COASTS INTO WHICH DISTRICT ROLLS. | PERCENTAGE OF CHILDREN OVER 7 YEARS OF AGE. | | | | | CLAIMED TRADING (N.B. Certified). | | | | | POPUL. TRADING OR NON-TRADING. | | |
|-------|-------------------|---|---|-----------|----------|-----------|-------------|-----------------------------------|--------|--------|--------|-----|--------------------------------|--------|--------|
| | | | Total number of Persons in | | | | | Agriculture. | | | Total. | | | | |
| | | | Boasting. | Per cent. | Writing. | Per cent. | Arithmetic. | Per cent. | Total. | Males. | | | Females. | Total. | Males. |
| 1 | Lettistown. | Doonagh, | 4,485 | 93.5 | 4,582 | 96.9 | 5,554 | 77.8 | 103 | 101 | 2 | 16 | 15 | 1 | |
| 2 | Londonderry. | Doonagh, Londonderry, Tyrone, | 6,073 | 90.7 | 6,286 | 97.1 | 6,754 | 77.8 | 137 | 91 | 46 | 53 | 50 | 3 | |
| 3a | Do. | Londonderry, | 1,011 | 97.8 | 1,718 | 97.7 | 1,793 | 79.1 | 10 | 60 | 50 | 10 | 10 | 0 | |
| 3 | Coleraine. | Asiara, Londonderry, | 5,703 | 94.7 | 6,699 | 94.7 | 6,694 | 87.3 | 151 | 88 | 63 | 83 | 83 | 0 | |
| 4 | Ballymena. | Arzook, | 6,693 | 97.1 | 6,794 | 97.8 | 6,831 | 93.1 | 146 | 66 | 80 | 7 | 61 | 37 | |
| 5 | Doonagh. | Doonagh, Lettistown, Parnassagh, Sligo, | 5,753 | 96.9 | 6,116 | 96.8 | 6,128 | 61.1 | 148 | 104 | 44 | 57 | 11 | 46 | |
| 6 | Strabane. | Doonagh, Tyrone, Londonderry, | 4,784 | 90.6 | 4,317 | 91.4 | 5,753 | 70.6 | 117 | 108 | 9 | 16 | 13 | 3 | |
| 7 | Magherafelt. | Arzook, Londonderry, Tyrone, | 5,777 | 87.6 | 4,781 | 89.1 | 4,782 | 68.2 | 158 | 100 | 58 | 16 | 23 | 33 | |
| 8 | Enniskillen. | Arzook, | 6,663 | 97.7 | 6,841 | 97.1 | 6,862 | 67.3 | 117 | 71 | 46 | 54 | 47 | 7 | |
| 9a | Curraghmore. | Arzook, | 4,317 | 97.3 | 6,310 | 97.4 | 6,117 | 85.2 | 253 | 360 | 53 | 45 | 8 | 0 | |
| 9 | Belmont, South. | Arzook, Down, | 6,881 | 97.6 | 6,867 | 97.8 | 7,013 | 101.5 | 116 | 97 | 284 | 37 | 147 | 252 | |
| 10 | Do. | Down, Arzook, | 3,821 | 95.7 | 6,316 | 96.9 | 5,052 | 68.3 | 53 | 20 | 77 | 18 | 61 | 35 | |
| 16 | Newcastle. | Down, | 6,463 | 96.9 | 6,831 | 96.9 | 7,463 | 88.2 | 134 | 63 | 54 | 118 | 107 | 51 | |
| 17 | Lurgan. | Arzook, Arzook, Down, | 6,116 | 97.3 | 6,314 | 97.8 | 6,023 | 87.6 | 159 | 71 | 58 | 68 | 15 | 63 | |
| 18 | Enniskillen. | Sligo, Lettistown, | 6,663 | 96.9 | 6,867 | 96.9 | 6,872 | 88.3 | 134 | 63 | 58 | 10 | 46 | 56 | |
| 23 | Enniskillen. | Enniskillen, Lettistown, Tyrone, | 4,311 | 94.3 | 6,663 | 96.9 | 4,106 | 73.8 | 180 | 267 | 65 | 23 | 4 | 16 | |
| 24 | Doonagh. | Tyrone, Parnassagh, | 6,663 | 93.9 | 6,027 | 93.9 | 4,382 | 57.7 | 117 | 111 | 80 | 56 | 3 | 17 | |
| 25 | Doonagh. | Arzook, Tyrone, Londonderry, | 6,663 | 96.9 | 6,316 | 96.9 | 6,316 | 88.3 | 148 | 89 | 59 | 58 | 2 | 61 | |
| 26 | Arzook. | Arzook, Tyrone, | 6,663 | 94.6 | 6,316 | 94.6 | 5,027 | 62.3 | 142 | 80 | 61 | 50 | 4 | 68 | |
| 27 | Doonagh. | Down, | 6,007 | 96.3 | 6,316 | 96.9 | 6,043 | 80.6 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 28 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 29 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 30 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 31 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 32 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 33 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 34 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 35 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 36 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 37 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 38 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 39 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 40 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 41 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 42 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 43 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 44 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 45 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 46 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 47 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 48 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 49 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 50 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 51 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 52 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 53 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 54 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 55 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 56 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 57 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 58 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 59 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 60 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 61 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 62 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 63 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 64 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 65 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 66 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 67 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 68 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 69 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 70 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 71 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 72 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 73 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 74 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 75 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 76 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 77 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 78 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 79 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 80 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 81 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 82 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 83 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 84 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 85 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 86 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 87 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 88 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 89 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 90 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 91 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 92 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 93 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | 60 | 53 | |
| 94 | Doonagh. | Enniskillen, Arzook, Londonderry, | 6,007 | 94.3 | 6,316 | 94.3 | 4,663 | 62.1 | 148 | 93 | 55 | 8 | | | |

NAMES OF THE COMMISSIONERS
OF
NATIONAL EDUCATION IN IRELAND,
ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS,
ON
31st DECEMBER, 1891.

| | Year of Appointment |
|---|------------------------|
| Right Hon. LORD MORRIS, | 1868 |
| Right Hon. Viscount MONCK, G.C.M.G., | 1871 |
| Right Hon. Sir PATRICK J. KEENAN, K.C.M.G., C.B., Resident Commissioner, | 1871 |
| Right Hon. W. H. F. COGAN, D.L., | 1880 |
| EDMOND G. DEASE, Esq., D.L., | 1880 |
| Rev. HUGH HANNA, D.D., | 1880 |
| Right Hon. LORD JUSTICE FITZGIBBON, | 1884 |
| C. T. REDINGTON, Esq., D.L., | 1886 |
| W. H. NEWELL, Esq., LL.D., C.B., | 1886 |
| J. MALCOLM INGLIS, Esq., J.P., | 1887 |
| Sir PERCY R. GRACE, Bart., D.L., | 1888 |
| JAMES MORELL, Esq., | 1888 |
| GEORGE F. FITZGERALD, Esq., F.T.C.D., F.R.S., | 1888 |
| Rev. JOHN W. STUBBS, D.D., S.F.T.C.D., | 1888 |
| Sir HENRY BELLINGHAM, Bart., D.L., | 1890 |
| Right Hon. CHRISTOPHER PALLER, Lord Chief Baron, | 1890 |
| Rev. HENRY EVANS, D.D., | 1890 |
| Sir ROWLAND BLENNERHASSETT, Bart., D.L., | 1891 |
| HENRY DOYLE, Esq., C.B., | 1891 |
| JAMES JOHNSTON SHAW, Esq., Q.C., | 1891 |

N B — The Appendix to this Report is in course of preparation.

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The Queen's Printing Office.

APPENDIX
TO THE
FIFTY-EIGHTH REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1891.

Presented to both Houses of Parliament by Command of Her Majesty.



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PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEXANDER THOM & CO. (LIMITED), ABBEY-STREET.

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1892.

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APPENDICES

TO THE

FIFTY-EIGHTH REPORT OF THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND (1891).

APPENDIX A.

INSPECTORS OF IRISH NATIONAL SCHOOLS.

NATIONAL SCHOOL DISTRICTS AND INSPECTORS IN CHARGE, 1ST MARCH, 1892.

HEAD INSPECTORS.

Appendix A

List of
Inspectors
of National
Schools.

| Name. | Centres. | District in Charge. | Districts in Charge as Head Inspector. |
|------------------------|--------------------------------------|---------------------------|---|
| Parer, A., | Dublin (56, Had- dington-road). | 30a | 19, 25, 28, 29, 30, 33, 37, 49, and Training Colleges. |
| Connellan, P., . . . | Dublin (47, Har- rington-street). | 40a | 36, 40, 41, 43, 44, 46, 47, 50, 51, 53. |
| Newell, W. O'B., A.M., | Cork, | 60a | 39, 43, 52, 54, 55, 56, 57, 58, 59, 60. |
| Hamilton, A., M.A., | Belfast, | 8a | 4, 5, 8a, 9, 10, 11, 16, 17, 18, 23, 24. |
| Downing, E., . . . | Londonderry, . . | 2a | 1, 2, 3, 5, 6, 7, 13, 14, 15, 31. |
| Sullivan, M., LL.D., | Galway, | 34a | 12, 30, 31, 22, 26, 27, 32, 34, 35, 42, 45. |

DISTRICT INSPECTORS.

| No. of District. | Official Centres. | Inspectors in Charge. | No. of District. | Official Centres. | Inspectors in Charge. |
|---------------------|----------------------|---------------------------------|---------------------|----------------------|------------------------------------|
| 1 | Lettickenny, . | Kelly, P. J. (pro tem.) | 30 | Dublin, North, . | Kardley, F. |
| 2 | Londonderry, . | Alexander, T. J., B.A. | 31 | Ballinacree | Chambers, J., B.A. |
| 3 | Coleraine, . . . | Shannon, P. | 32 | Tam, | Leban, D., B.A. |
| 4 | Ballymena, . . | Starr, S. | 33 | Mullingar, . . | Barrett, J., B.A. |
| 5 | Donegal, . . . | McGhie, P. (pro tem.) | 34 | Galway, . . . | Morgan, A. P., A.M. |
| 6 | Strabane, . . . | Cox, Henry. | 35 | Ballinasloe, . . | O'Reilly, L. (pro tem.) |
| 7 | Magherafelt, . | Warner, J. M'K., A.B. | 36 | Parsonstown, . | Allman, S. |
| 8 | Castledown, . | (pro tem.) | 37 | Dublin, No. 3, . | Hendon, W. P., B.A. |
| 9 | Belfast, North, . | Dalton, J. P., M.A. | 38 | Listowel, . . . | Donovan, H. A., A.M. |
| 10 | Carriekfergus, . | McElwaine, A. J., M.A. | 39 | Dublin, S., . . | Brown, John. |
| 11 | Belfast, South, . | Gordon, John, M.A. | 40 | Portliffington, . | Brown, W. A., A.B. |
| 12 | Newtownards, . | Pedlow, Wm., A.B. | 41 | Gort, | M'Alister, J., A.B. |
| 13 | Lurgan, | Dugan, C. W., M.A. | 42 | (pro tem.) | Nicholls, W. |
| 14 | Sligo, | Rountree, D. J. | 43 | Templemore, . | Steele, J., LL.D. |
| 15 | Kesh, | Murphy, J. J. | 44 | Athy, | Hogan, J. P., B.A. |
| 16 | Omagh, | Brown, W. J., M.A. | 45 | Ennis, | Crug, Isaac, A.B. |
| 17 | Dungannon, . . | Dewar, E. P., M.A. | 46 | Tipperary, . . | (Vacant.) |
| 18 | Armagh, . . . | Fitzpatrick, P. (pro tem.) | 47 | Kilkenny, . . | Connelly, W. R., A.B. |
| 19 | Downpatrick, . | Skellington, J. B., M.A. | 48 | Youghal, . . . | Steece, S. E., M.A. |
| 20 | Mounaghan, . . | Worsley, H., A.M. | 49 | Waterford, . . | MacMillan, W. |
| 21 | Newry, | Ross, J., M.A. | 50 | Wexford, . . . | Bateman, G., LL.D. |
| 22 | Ballina, | O'Connell, J. A., M.A. | 51 | Limerick, . . . | Dickie, J., A.B. |
| 23 | Ballaghaderreen, . | O'Riordan, J., B.A. | 52 | Rathkeale, . . | Smith, C. |
| 24 | Boyle, | Cowley, A. S., A.B. | 53 | Cleamul, . . . | Coyne, J. A., B.A. |
| 25 | Cavan, | McClintock, W. J., M.A. | 54 | Trales, | (pro tem.) |
| 26 | Ballyborough, . | Beatty, H. M., LL.D. | 55 | Millstreet, . . | Keating, W. H., M.A. (pro tem.) |
| 27 | Drogheda, . . . | Adair, S., A.M. | 56 | Mallow, | Hynes, J. J., M.A. |
| 28 | Westport, . . . | McNeill, John, A.B. | 57 | Killarney, . . | Cramie, E. S., B.A. |
| 29 | Roscommon, . . | Codrington, A. J. (pro tem.) | 58 | Beatty, | Hughes, R. W., B.A. |
| 30 | Loughford, . . | Healy, William. | 59 | Danmaway, . . | Daly, Louis, M.A. |
| 31 | Trim, | Moran, John, LL.D. | 60 | Cork, | (pro tem.) |

Appendix A.

List of
Inspectors
of National
Schools.

AGRICULTURAL SUPERINTENDENT,

Thomas Carroll, Esq.

| Inspectors who are not in permanent charge of Districts. | Inspectors' Assistants. | Stations. |
|--|---------------------------------|-----------|
| Newell, P., B.A. | Robertson, William, | Derry. |
| Cussen, J. S., B.A. | Clements, William T., | Belfast. |
| O'Connor, T. P., B.A. | O'Sullivan, Michael, | Cork. |
| McKerry, D. T. | Bartley, William, A.B., | Dublin. |
| Seample, J., B.A. | Bartley, Charles, | Cloamuel. |
| Rogers, J. C., A.B. | Smith, John, | Galway. |
| FitzGerald, P. J. | Martin, Thomas, | Tunn. |
| | Stokes, I. J., | Kilkenny. |
| | Hogan, P. J., | Belfast. |
| | One Vacancy. | |

Appendix B.

Rules and
Regulations
of Commis-
sioners.

APPENDIX B.

RULES AND REGULATIONS

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN
IRELAND.GENERAL NATURE OF THE SYSTEM OF NATIONAL
EDUCATION.*Its Object and fundamental Principle.*

1. The object of the system of National Education is to afford combined literary and moral, and separate religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.
2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.
3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit.
4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.
5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

Description of Schools to which the Commissioners grant Aid.

6. The Schools to which the Commissioners grant aid are divided into two classes, viz.:—1st. Vested Schools, of which there are two sorts, namely, (a.) those vested in the Commissioners; and, (b.) those vested in Trustees, for the purpose of being maintained as National Schools; 2nd. Non-Vested Schools, the property of private individuals. Both these classes of Schools are under the control of Patrons or Local Managers.

7. There are also Model Schools, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

Appendix B.
Rules and Regulations of Commissioners.

8. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

9. The Commissioners require that instruction shall be given in plain needlework in all Schools in which Female Teachers or Workmistresses are employed; and that in all such Schools, every girl in classes in which Needlework is required to be taught, shall be under instruction in Needlework for at least one hour on each of the five School days of the week, unless on application of any Manager the Board may, for special reasons, dispense with this rule in his School.

EXTENT OF AID, AND CONDITIONS UPON WHICH GRANTED.

Kinds of Aid.

10. The Commissioners of National Education award aid—

(a.) Towards the payment of Teachers and supply of Books and other School Requisites.

(b.) Towards building School-houses, and providing suitable fittings and furniture. This aid is given for vested Schools only.*

(c.) Towards providing Residences for Teachers of National Schools. See Rules 247 to 249.

11. The Commissioners reserve to themselves in all cases, in vested as well as in non-vested schools, the right to refuse or withdraw any grant of salary, &c., whenever they see fit.

Towards building School-houses (Vested).

12. Before any grant is made towards building a School-house, the Commissioners must be satisfied (a.) that a necessity exists for such a School, (b.) that an eligible site has been procured, (c.) that a proper lease of the site for the purposes of National Education will be executed either to Trustees, or to the Commissioners in their corporate capacity;† (d.) that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners may deem necessary for the erection of the house and providing furniture; and (e.) that when the School comes into operation adequate local aid will be provided in augmentation of the Teacher's emoluments from the Board.

13. In rural districts if the proposed site for a School is within three statute miles by road of a vested National School, no grant will be made, except under special circumstances.

14. The site should be healthy, with a supply of pure water conveniently near, should be easy of access, and must be approved by the Board of Public Works.

* Under provisions of the 47 & 48 Vict., ch. 23 ["Loans for Schools and Training Colleges (Ireland) Act, 1884"], a loan may be obtained for "the erection, enlargement, structural improvement, or purchase of a house to be used as a non-vested National School." See page 45.

† Under the Act of Parliament (44 & 45 Vict., cap. 65), limited owners have the power of granting sites for Schoolhouses and Teachers' Residences, at a nominal rent, for any period from 99 to 999 years. See page 118.

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Rules and Regulations of Commissioners.

15. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, strict inquiry be made whether any other convenient site can be obtained, and that the result shall be stated to them.

16. The School premises (a.) to be vested in the Commissioners, must be held either in fee-simple, or at a nominal rent; and (b.) to be vested in Trustees, must either be held at a nominal rent, or must be indemnified by special sureties against any liability for rent, and (c.) the lease of premises not held in fee-simple must be for such term as, under the circumstances, the Commissioners may deem necessary.

17. (a.) The following is the scale of accommodation which it is desirable should be provided in relation to the number of Children expected to attend:—

| Plan. | Maximum Attendance, or Number on Roll. | Number of separate School-rooms to be provided. | Number of Class-rooms. | Total area, in square feet, to be provided. | Estimated Cost. | Board's Grant. | Local Contribution. |
|------------------|--|---|------------------------|---|-----------------|----------------|---------------------|
| I. | 60 | 1 | — | 418 | 357 | £ 151 6 8 | £ 75 13 4 |
| II. | 80 | 1 | — | 541 | 370 | 180 0 0 | 90 0 0 |
| III. | 100 | 1 | 1 | 680 | 380 | 190 0 0 | 110 0 0 |
| IV. | 120 | 1 | 1 | 798 | 381 | 194 0 0 | 127 0 0 |
| IV.A. | 120 | 2 | — | 848 | 412 | 274 13 4 | 187 6 6 |
| V. | 140 | 1 | 1 | 1,108 | 522 | 260 0 0 | 175 0 0 |
| V.A. | 140 | 2 | — | 1,390 | 526 | 260 0 0 | 175 6 6 |
| VI. | 200 | 1 | 2 | 1,612 | 690 | 400 0 0 | 230 0 0 |
| VI.A. | 200 | 2 | 2 | 1,860 | 674 | 449 6 8 | 254 13 4 |
| VII. | 250 | 2 | 2 | 1,816 | 758 | 482 0 0 | 266 0 0 |
| VIII. | 300 | 2 | 2 | 2,212 | 942 | 608 0 0 | 334 0 0 |
| IX. | 350 | 2 | 2 | 2,508 | 1,079 | 719 6 8 | 369 13 4 |
| X. | 400 | 2 | 2 | 2,802 | 1,205 | 870 0 0 | 425 0 0 |
| X.A. | 400 | 2 | 2 | 2,802 | 1,287 | 924 12 4 | 462 6 8 |
| X.B (2 Storeys). | 400 | 2 | 2 | 5,302 | 1,260 | 840 0 0 | 420 0 0 |

(b.) The Estimates, in the above Table, of the total cost of erecting and furnishing Vested School-houses have been made by the Board of Public Works in accordance with the scale of accommodation, and the Commissioners' grants in aid will be based on such estimates.

(c.) The Commissioners reserve to themselves the right of accepting repayment of the Grants made towards the erection of a School-house, and in such a case, of removing the School from their list of Vested Schools.

18. The shortest lease that will be accepted in making grants under this scale will be (a.) sixty-one years, or (b.) three lives and thirty-one years concurrent, or (c.) under the provisions of the Leases for Schools

(Ireland) Act, 1881, ninety-nine years when the grantor is a limited owner. (See xxxiv., page 118.)

19. (a.) The grant or lease must be in the form authorized by the Commissioners, and will be prepared in the Education Office without charge to the applicant; (b.) but all expense necessary to be incurred in obtaining proof of title, or grantor's consent, &c., must be borne by the applicant.

20. (a.) When grants are voted towards defraying the cost of the building of a School-house, the lease must be duly executed *before the case is finally remitted to the Board of Public Works*. (b.) The Commissioners will not accept a transfer to themselves (as a vested School) of any building already used as a National School.

21. No grant can be approved until (a.) the District Inspector shall have reported upon all the circumstances of the case; (b.) the Board of Works shall have reported on the eligibility of the site; and (c.) the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory grant or lease can be executed; (d.) no building grants can be made under any circumstances towards the cost of works executed or even commenced without the express sanction of the Commissioners.

22. The Commissioners determine what amount of school accommodation should be provided in the proposed building; and the cost of the house, &c., is determined by the number of children which it is intended to accommodate.

23. When the expected attendance is less than sixty on rolls, or exceeds 400, the Commissioners will be prepared to make a special Grant, in accordance, however, with the principles of the scale in Rule 17.

24. (a.) The Board of Works will furnish instructions as to the plan and specifications, to which the parties receiving aid are bound strictly to adhere; but (b.) the Commissioners will be prepared to consider and submit to the Board of Works special plans furnished to them by applicants; (c.) but should such special plans provide accommodation for a larger number of pupils than that sanctioned by the Commissioners, or a more costly class of building than is deemed by them to be necessary, all the extra expense must be borne by the applicants; (d.) under no circumstances should the buildings be commenced until specific instructions on the subject shall have been received by the applicant from the Board of Works.

25. The Commissioners do not sanction grants for the ornamenting of School-houses. If buildings of an ornamental description be preferred, the whole of the extra expense must be provided by the applicants.

26. The Commissioners will keep the School-house and furniture in repair, when the premises are vested in themselves.

27. (a.) When the School premises are vested in Trustees, it is the duty of such Trustees to keep the house, furniture, &c., in repair. (b.) Grants in aid of local contributions are made to existing Vested Schools, whether Vested in the Commissioners or in Trustees, for adding to or enlarging them, enclosing the sites, or other desirable or necessary structural changes or improvements.* (c.) In the case of Schools Vested in Trustees no Grants can be made for the execution of any work which is required to make good damages arising from neglect, misuse, or lapse of time, or continuous use, unless in cases specially recommended by the Board of Works.

* Such works of improvement must not in any case be commenced until the grants have been made by the Commissioners, and the specification furnished or approved by the Board of Works. (Rule 240.)

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sioners.

Towards Support of Schools previously established (Non-Vested).

28. The aid granted to non-vested Schools consists of salary, results fees, gratuities, books, and other school requisites, and the benefits of inspection and training. (See note to Rule 10 as to loans for the erection of non-vested School-houses.)

29. The Commissioners do not contribute towards Repairs, Fittings, or Furniture; or to the Rent of the School-house.*

30. Before granting aid (a.) the School must be in actual operation under a competent teacher (Rule 151), and the Commissioners will require to be satisfied (b.) that the case is deserving of assistance; (c.) that there is reason to expect that the School will maintain an average daily attendance of at least *thirty* pupils; (d.) that adequate local provision will be made in augmentation of the Teacher's emoluments from the Board; (e.) that the School-house is suitable, in good repair, adequately furnished, and provided with proper out-offices; and (f.) that the Teacher is not the owner of or liable for rent for the School-house.†

31. In certain cases, namely, where the means of religious instruction are not attainable by children of a particular denomination in any National School within reasonable distance from their homes, the Commissioners are prepared to make modified grants to Schools in which the average daily attendance of pupils is less than 30; but they reserve to themselves the power in all cases of preventing the unnecessary multiplication of Schools in any district. (See Rule 172.)

32. Before the Commissioners decide upon an application for aid, they require from the Inspector of the district a report upon all the circumstances of the case.

33. To warrant continuance of aid the House and Furniture must be kept in sufficient repair by means of local contributions, and the School must be conducted in all respects in a satisfactory manner, and in accordance with the Rules and Regulations of the Commissioners.

34. (a.) In Mixed Schools, i.e., Schools in which male and female children are taught in the same room, the Principal Teacher, subject to the approval of the Board, may be either male or female, as the circumstances of the School may require; but (b.) when a Mixed School has been received into connexion, the sanction of the Commissioners should be obtained for the substitution of a male for a female Teacher, or *vice versa*. (c.) A female Teacher, whether Principal or Assistant, will not be recognised in a Boys' School, unless it is attended by Infant pupils only; nor (d.) a male Teacher, whether Principal or Assistant, in a Girls' School; nor (e.) will a male Assistant be recognised in any School under a female Principal. (See Rule 168.)

35. When a School has been taken into connexion, as a School for boys or for girls solely, or as a Mixed School, the sanction of the Commissioners should be obtained for a change from a Boys' to a Girls' School, or *vice versa*, or to a Mixed School, or from a Mixed School to separate schools. This is not to preclude the admission of Infant Boys to Girls' Schools. (See note VII. (b), Appendix, page 68.)

* Loans for providing Residences for Teachers of Non-Vested Schools may, however, be obtained. (See Rules 247-248.)

† No National School can be conducted as for a select class of children, and in no National School can any children be kept apart from the ordinary pupils on the ground of payment of School fees, or the social position of their parents, as the Commissioners regard any such separation of one class of pupils in a National School from the rest of the pupils as inconsistent with the spirit of the National system of Education.

DIFFERENT CLASSES OF NATIONAL SCHOOLS.

Appendix B.

*Model Schools.*Rules and
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sioners.

36. Model Schools, of which there are three classes, viz. :—(a.) The Central and Metropolitan Model Schools, (b.) District Model Schools, and (c.) Minor Model Schools—have been built out of the funds placed by Parliament at the disposal of the Commissioners, and are under their exclusive control.

37. The chief objects of Model Schools are to promote united education, to exhibit to the surrounding Schools the most improved methods of literary and scientific instruction, and to educate young persons for the office of Teacher.

38. In Model Schools, the Commissioners appoint and dismiss the Teachers and other officers; regulate the course of instruction; and exercise all the rights of Patrons.

39. The Commissioners afford the necessary opportunities for giving religious instruction to the Pupils by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

*Ordinary National Schools.**

40. These Schools, whether Vested or Non-vested, are under local management, and are taught by lay Teachers approved of by the Board.

Agricultural National Schools.

41. Agricultural National Schools are Schools to which farms or gardens are attached, for the purpose of illustrating and introducing the most approved systems of tillage and husbandry.

42. Agricultural Schools consist of—(a.) The Albert Model Agricultural National School, Glasnevin, under the exclusive management of the Board; (b.) The Munster Model Agricultural and Dairy National School, under the management of the Board aided by a local committee; and (c.) Ordinary National Schools with school-farms or gardens attached.

43. (*Omitted Rule.*)

44. (*Omitted Rule.*)

45. (*Omitted Rule.*)

46. (*Omitted Rule.*)

47. The Commissioners admit into the Albert Model Agricultural National School a limited number of free, and also of paying resident Agricultural Pupils. At certain specified times pupils are admitted for instruction in Dairying. Teachers of National Schools also are admitted for a special course of Agricultural instruction. (See note V., p. 85, Appendix).

48. The Teachers of Agricultural Schools must be competent to give instruction both in the theory and practice of Agriculture, and must give practical instruction in Agriculture to their pupils.

49. (a.) In the Ordinary Agricultural National Schools the aid granted by the Commissioners to the Teachers for the promotion of Agricultural instruction consists in special Results fees on the proficiency of the pupils, and industrial gratuities for training Agricultural Male Monitors, awarded upon the recommendation of the Superintendent of the Agricultural Department, or of such other officer as may be approved by the

* This class of schools is distinct from Model Schools, Convent Schools, Monastery Schools, and Workhouse Schools.

Appendix B. Board. (Rule 200, and pages 79 to 81, Appendix). (b.) The Commissioners also grant small industrial payments to Male Agricultural Monitors, and certain pupils of the fifth and sixth classes who work on the farms.

50. Before awarding such fees, the Commissioners require to be satisfied, (a.) that the farm attached is efficiently managed, and (b.) that the proficiency of the pupils in Agricultural knowledge is satisfactory.

51. The Commissioners award special Results fees, on the recommendation of the District Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture on ground attached to their respective Schools, and used effectively for the practical instruction of the pupils in cottage gardening. (Pages 81-2, Appendix).

National Schools having Special Industrial Departments.

52.—(a.) In National Schools whose Managers desire that special provision be made for the instruction and training of externs, as well as female pupils who have passed through the sixth class, in Embroidery and other advanced kinds of Needlework, or other approved branches of industrial instruction for females, a salary, dependent upon the circumstances of the case, may be awarded to a Special Industrial Teacher thoroughly qualified to organize and conduct such instruction.

(b.) Such teacher will be charged with the general supervision of the entire industrial education in the school, including the Plain Needlework, &c., prescribed in the programmes of the several classes, and will be personally responsible for the efficient instruction and training of a SPECIAL INDUSTRIAL CLASS, composed of extern young women, and such pupils as may have passed through the ordinary literary course of the school.

(c.) Each member of the SPECIAL INDUSTRIAL CLASS must be engaged in receiving industrial instruction daily for such time as in consideration of the nature of the industry pursued, may be deemed adequate.

(d.) The recognition of a SPECIAL INDUSTRIAL TEACHER will not relieve the ordinary female teachers of the school from the obligation of giving efficient practical instruction, under the supervision of the SPECIAL INDUSTRIAL TEACHER, in Plain Needlework, &c., to the pupils of the school classes, as prescribed in the programmes, and particularly to the girls of the sixth class, under the Alternative Scheme approved for that class. (*See page 64.*)

(e.) To warrant the recognition of a SPECIAL INDUSTRIAL TEACHER there must be a separate workroom, suitably furnished, and used for the instruction of the Special Industrial Class. The instruction, however, of the several classes in Needlework, &c., and of the sixth class in the Alternative Scheme, may be carried on, wholly or partly, by the teachers in this workroom.

(f.) The remuneration of the SPECIAL INDUSTRIAL TEACHER from the Commissioners, is limited to the personal salary awarded to her, but the Commissioners strongly recommend that such salary be augmented from local sources by the Patron or Manager of the school.

(g.) In every Industrial Department a separate Roll Book and separate Daily Report Book must be kept for the special Industrial Class.

53. (*Omitted Rule.*)

54. (*Omitted Rule.*)

Convent and Monastery National Schools (Vested and Non-vested).

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Rules and Regulations of Commissioners.

55. Convent and Monastery National Schools, whether vested or non-vested, are regulated by the same rules respectively as other National Schools, save so far as these rules are modified by the special rules applicable to Convent and Monastery National Schools.

56. (a.) The members of the community may discharge the office of Literary Teachers, either exclusively by themselves, or with the aid of such lay persons as they may see fit to employ as Assistants with adequate remuneration. (b.) In every case the Commissioners must be satisfied that the teaching staff is adequate. (c.) After July, 1890, none but Certificated Teachers will be eligible for employment as Lay Assistants in Convent or Monastery National Schools.*

57. (a.) The amount of salary awarded to Convent National Schools is regulated by the average number of children in daily attendance (see Rule 174) ; or (b.) if the Teachers of these Schools adopt the principle of classification, they will receive the same class salaries as the Teachers of Ordinary National Schools. (c.) These conditions apply also to the Monastery National Schools recognised previous to 1855 ; but (d.) aid will be granted to other Monastery Schools only on the condition that the Teachers of such Schools shall adopt the principle of classification. (e.) Whichever scale is adopted, results fees and gratuities, in addition, are in all cases paid according to the same scale as in Ordinary National Schools.

58. (*Omitted Rule.*)

59. Evening Schools are also recognised in connexion with Convent and Monastery National Schools. (*Rule 175.*)

Workhouse National Schools.

60. Workhouse Schools are received into connexion, and grants of Books, &c., made to them, on condition that they shall be subject to inspection by the Commissioners or their officers.

61. The fundamental rules of the Board of National Education must be faithfully observed in these schools.

Schools attached to Lunatic Asylums.

62. Schools attached to Lunatic Asylums are received into connexion upon the same general principles as the Workhouse Schools.

Evening National Schools.

63. The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such schools desirable. The aid is limited to salary, results fees, books, and inspection. Such aid in future will not be granted except to Evening Schools attended by pupils of one sex only. (*Rules 175 and 198.*)

USE OF SCHOOL-HOUSES.

64. In Non-vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School-hours on the other days of the week ; such use being left to the Patrons or local Managers, subject to the limitations of Rule 69, and to the interference of the Board in cases leading to contention or abuse.

65. (*Omitted Rule.*)

* Unclassed persons already serving as Lay Assistants in such Schools will, as a rule, be recognised, as heretofore, if of sufficient age, and, should they so desire, will be eligible for admission, on the recommendation of the Inspector, to the Annual Examinations as Candidates for Classification.

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sioners.

66. No aid will be granted to a School held in a place of worship; nor will the Commissioners sanction the transfer of an existing School to a place of worship even for a temporary period.

67. When a School-room is in any way connected with a place of worship, there must not be any direct internal communication between the School-room and such place of worship.

68. Vested School-houses must be used exclusively for the education of the pupils attending them; except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Local Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

69. No political meetings shall be held in National School-houses, whether Vested or Non-vested; nor shall any political business whatsoever be transacted therein.*

70. When any School is received into connexion, the Commissioners will require that the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on a conspicuous part of the School-house, or on such other place as may render it conspicuous to the public. In Vested Schools a stone is to be introduced into the wall having that inscription cut upon it.

71. The Commissioners will not sanction any inscription containing a title of a denominational character, or which may appear to them to indicate that the School is one belonging to any particular religious body; but the terms Boys', Girls', or Infants', with the proper local designation taken from the city, town, parish, street, village, or townland, in which the School is established, or the name of the founder, may be included in the inscription.

72. No emblems or symbols of a denominational nature shall be exhibited in the School-room during the hours of united instruction; nor will the Commissioners in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

73. No emblems or symbols of a political nature shall at any time be exhibited in the School-room or affixed to the exterior of the buildings; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

RELIGIOUS AND SECULAR INSTRUCTION.

74. (a.) In all Day National Schools not less than four hours a day (including, if necessary, a play-time of not more than half an hour) must be provided on the Time-Table for the ordinary secular business on five days in the week. (b.) A pupil who on any of these days does not remain under instruction until the conclusion of the ordinary literary business, as notified on the Time-Table, cannot be credited with an attendance on that day. (c.) In Infants' Schools and Infants' Departments, more than one interval for play may be provided for on the Time Table. (See page 68 note VI.)

75. Opportunities are to be afforded (as hereinafter provided) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

76. Religious instruction must be so arranged (a.) that each school shall be open to children of all communions for combined literary and moral instruction; (b.) that, in respect of religious instruction, due regard be had to parental right and authority; and, accordingly, that

* National School-houses may, by Act of Parliament, be used as polling booths for the election of members of Parliament, on the requisition of the Sheriff.

no child shall receive, or be present at, any religious instruction of which his parents or guardians disapprove; and (c.) that the time for giving religious instruction be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

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sioners.

77. (a.) A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend (b.) that, as far as may be practicable, the general nature of such religious instruction be also stated therein; (c.) and such notification of the time and nature of the religious instruction is the only one that can be exhibited in the School during the time set apart for literary instruction.

78. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

79. When the secular precedes the religious instruction, the Teacher must, immediately before the commencement of the latter, announce distinctly to the pupils that the hour for religious instruction has arrived, and must put up, and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof containing the words "Religious Instruction," printed in large characters, on the form supplied by the Commissioners. Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.

80. Also, when the secular precedes the religious instruction in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have precedence in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School-books.

81. No secular instruction, literary or industrial, shall be carried on in the same apartment, during school-hours, simultaneously with religious instruction.

82. The term "SCHOOL-HOURS" is always to be understood to mean the entire time in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

83. In vested Schools such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the School-room, for the purpose of giving them religious instruction there, at times convenient for that purpose—that is, at times so appointed as not to interfere unduly with the other arrangements of the School.

84. In non-vested Schools, it is for the Patrons or Local Managers to determine whether any, and if any, what religious instruction shall be given in the School-room; but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction elsewhere.

85. (a.) The Patrons and Managers of all National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read at the time or times set apart for religious instruction; (b.) and in all Vested Schools the parents or guardians of the children have the right to require the Patrons and Local Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

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sioners.

86. The reading of the Scriptures, either in the Protestant Authorized, or in the Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

87. (a.) Religious instruction, prayer, or other religious exercises, may take place before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); and may take place at *one intermediate* time between the commencement and the close of the ordinary school business. (b.) The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises at an *intermediate time* in cases where it shall appear to them that such arrangement will interfere with the usefulness of the School by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any inconvenience.

(c.) With the above exception, the secular School business must not be interrupted or suspended by any spiritual exercise whatsoever.

(d.) The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement or immediately after the close, of the ordinary School business; (e.) and they further recommend that, whenever the Patron or Local Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these Rules, should not be present thereat.

88. The Register and Roll Book kept in each School, according to the Forms furnished by the Commissioners, must show the religious denomination of each child attending the School.

89. The religious denomination is to be ascertained from the parent (the *father*, if possible) or the guardian of the pupil, and is to be entered in the Register according to his wish.

90. (a.) No pupil who is registered by his or her parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; (b.) and no pupil who is registered by his or her parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. (c.) And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object.

(d.) Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the book provided for that purpose in the School, this prohibition shall not apply to the time during which such religious instruction only is given.* (e.) The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector whenever he visits the School. (f.) The Certificate Book must not be removed from the School-room. (g.) The signing of it must in all cases be the spontaneous act of the parent (or guardian), the *father*, if possible.

* Such expression of desire may at any time be revoked by the parent or guardian and shall thereupon become inoperative.

The following is the Form of Book :—

Roll No., _____ School, _____ County, _____
Name of Teacher who gives Religious Instruction, _____
Religious Denomination of do., _____

CERTIFICATE OF PARENT OR GUARDIAN.

* [In case a Parent or Guardian should wish his Child to receive religious instruction from a Teacher who is of a different religious denomination from the Child, or from a Teacher who gives any religious instruction different from that which is in accordance with the creed of the Child, the following Certificate is to be made by such Parent or Guardian.]

NOTE.—As some doubts have arisen as to the interpretation of the Rule, attention is requested to the following minute of the Board :—

"The object of the Rule is more fully to carry out the general principle of the Board, that no child is to receive any religious instruction contrary to the wishes of his parent. Accordingly the Rule first provides for the case where the Teacher is a Protestant and the child a Roman Catholic, or vice versa. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a Teacher of the different creed unless the parent expressly requests it. But where the Teacher and the child are both Protestants, whether of the same or of a different denomination, the dissent of the parent will not be implied. In this case religious instruction in the Scriptures or in his own Catechism may be given to the child unless the parent expressly forbids it. In such case, however, the dissent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent in the Certificate Book of Religious Instruction; but no Pupil is to be permitted to be present whilst instruction is being given in the Catechism of a different persuasion from his or her own, without the express sanction of his or her Parents or Guardians, written in the Form provided."

I (1) _____, being the (2) _____ of (3) _____, who is registered by me as (4) _____ in the School Register of the (5) _____ National School, HEREBY CERTIFY that it is my desire that the said (6) _____ shall receive instruction in (7) _____ during the time set apart for Religious Instruction.

Signature of Parent or Guardian, (8) _____

Witness, if signed by "Mark," _____

Dated _____ day of _____, 18____.

(1) Insert the name of the Parent or Guardian who makes the Certificate.

(2) Insert the relationship of the Parent or Guardian; as—"Father," "Mother," "Aunt," &c.

(3) Insert the name of the Pupil.

(4) Insert the registered religion of the Pupil.

(5) Insert the name of the National School.

(6) Insert the name of the Pupil again.

(7) Insert in full the nature of the Religious Instruction; as—The Holy Scriptures in the Authorized Version—The Roman Catholic Catechism—The Protestant Catechism, &c., &c. This is to be written by the Parent or Guardian; but in case the Parent or Guardian cannot write, it may be written by the Teacher.

(8) The Parent or Guardian is here to inscribe his name. If the Parent or Guardian be unable to write his name, he is to sign by mark; but this mark must be witnessed by some respectable third party.

CERTIFICATE OF TEACHER.

I HEREBY CERTIFY that before (1) _____ signed the above Certificate, I read aloud to (2) _____ the following Rule of the COMMISSIONERS OF NATIONAL EDUCATION :—

"No Pupil who is registered by his or her Parents or Guardian as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no Pupil who is registered by his or her Parents or Guardian as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no Pupil is to be permitted to remain in attendance during the time of any religious instruction to which his or her Parents or Guardians object."

"Provided, however, that in case any Parent or Guardian shall express a desire that the Child should receive any particular religious instruction, and shall record such desire in the Book provided for that purpose in the School, this prohibition shall not apply to the time during which such religious instruction only is given.* The entry in the Book shall be signed with the name or mark of the Parent or Guardian, and the Book shall be submitted to the Inspector whenever he visits the School."

* Such expression of desire may at any time be revoked by the Parent or Guardian and shall thereupon become inoperative."

(1) Insert the name of the Parent or Guardian.

(2) Insert "him" or "her."

* Such expression of desire may at any time be revoked by the parent or guardian and shall thereupon become inoperative.

Appendix B. And I FURTHER CERTIFY that I believe when the said (*) ——— signed the above Certificate (*) ——— had a full apprehension of the meaning and force of the Rule, and also of the true intent and object of the Certificate.

Signature of Teacher, ———
Dated — day of —, 18—.

CERTIFICATE OF INSPECTOR.

I HEREBY CERTIFY that I have examined the Certificate of (*) ——— and also of the Teacher (*) ——— above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector, ———
Dated — day of —, 18—.

- (c) Insert the name of the Parent or Guardian.
(*) Insert the name of the Parent or Guardian.

- (*) Insert "he" or "she."
(c) Insert the name of the Teacher.

USE OF BOOKS AND TABLETS.

91. (a.) The use of the books specified on the Board's List, whether published or sanctioned by the Commissioners is not compulsory; but (b) the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, must be notified to the Commissioners before they are introduced into the School; and none are to be used to which they object. (c.) The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

92. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

93. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

94. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

Appendix B.
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95. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (if approved of by the Commissioners), shall be strictly inculcated, during the time of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School :—

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded His disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for His murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend His religion to be forced on men by violent means. He would not allow His disciples to fight for Him.

If any persons treat us unkindly, we must not do the same to them; for Christ and His apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when He was reviled, reviled not again (1 Pet. ch. ii., v. 23).

96. The use of the Tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

97. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

MANAGEMENT OF NATIONAL SCHOOLS.

98. The government of the National Schools is vested in the Patrons or Local Managers thereof.

99. (a.) The Commissioners recognise as the Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

(b.) The local Manager is the person who is charged with the direct government of the School, the appointment and removal of Teachers, and the carrying on of the necessary correspondence with the Commissioners.

(c.) A person, to be eligible for the position of local Manager of a School, must be either a clergyman or other person of good position in society, must reside within a convenient distance from the school, and must undertake to visit the School frequently, and to check and certify the correctness of the quarterly and other returns furnished from the School to the Education Office.

(d.) Before finally sanctioning the appointment of any person as Manager for the first time, the Commissioners require from him an undertaking in writing to have their Rules and Regulations complied with.

See Rules 114 and 241.

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sioners.

100. (a.) The Patron has the right of managing the School himself, on the above conditions, or of nominating any fit person to act as local Manager of the School. (b.) The Patron may, at any time, resume the direct management of the School, or appoint another local Manager. (c.) The local Manager possesses all the powers of the Patron, except that of appointing a Manager.

101. (*Omitted Rule.*)

102. (a.) When a School is under the control of a School Committee, such School Committee is the Patron. (b.) The Commissioners cannot sanction any arrangement by which the teacher of a National School can be a member or officer of any School Committee.

103. When a School is vested in Trustees, the Commissioners recognise the Trustees as Patron.

104. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

105. (a.) If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board. (b.) But if the Patron refuses or neglects to exercise this power, the selection of a Patron may be made by the Commissioners.

106. In all cases the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

107. (a.) The Commissioners also reserve to themselves the power of withdrawing the recognition of a Patron or of a local Manager if he shall fail to observe the rules of the Board, or if it shall appear to them that the educational interests of the district require it. (b.) But such recognition will not be withdrawn without an investigation into the above matters held after due notice to the Patron or local Manager, and to all parties concerned.

108. (a.) In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School. (b.) But if such representative, or clerical successor, refuses to accept, or is ineligible for, the office of Patron, the selection of a Patron may be made by the Commissioners.

109. When a School is under the patronage of joint Patrons, of Trustees, or of a Committee, a local Manager should be appointed by them.

110. (a.) The Managers of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications. (b.) The Managers have also the power of removing the Teachers of their own authority, subject to the following rule:—

111.* The Manager must enter into an agreement with the teacher in one of the forms provided by the Board, specifying the duties and emoluments of the teacher, and containing a proviso that the engagement is terminable on three months' notice given either by the Manager, or by the Teacher, but preserving to the Manager the power enjoyed by him of summary dismissal, subject to the following condition:—

“In any case of summary dismissal the teacher shall be entitled to three months' salary, to be paid by the Manager personally, unless such dismissal was for sufficient cause, in which latter case the teacher shall not be entitled to any compensation.”

PROVISO.—This rule applies without exception to all grants to schools not in connexion with the Board before the 24th September, 1872.

* This rule does not apply to any but Principal Teachers, Permanent Assistants and Permanent Workmistresses, who receive personal payments from the Commissioners.

Its provisions, however, are not obligatory in the case of any school the Manager of which entered into relations with the Board under the old rule of 1869, Part I., Section VI., Paragraph 12; but should any such Manager decline to comply with the conditions of the new rule, his teachers will not be entitled to the advantages of the grant for payment by results.

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Accordingly any such Manager who claims for his teachers participation in the grant for payment by results must before payment is made by the Board exhibit to the Inspector either of the official forms of "Agreement" properly executed by himself and his teachers.

The following are the Forms of Agreement provided by the Board :—

FORM No. I.

MEMORANDUM OF AN AGREEMENT made the day of , 189 ,
between Local Manager of the School (hereinafter called
the Manager) of the one part, and Teacher of the said School
(hereinafter called the Teacher) of the other part :

(I.) The manager agrees to employ the teacher as the teacher of the school, from the day of , 189 , henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side, to determine the said employment.

(II.) The manager shall have absolute power to determine the said employment, at any time, without previous notice, on payment by him to the teacher of three months' salary.

(III.) The manager shall also have power to determine the said employment, without previous notice, for misconduct or other sufficient reason ; but in every case of such determination the teacher shall be entitled to three months' salary, to be paid by the manager, unless such manager shall obtain the declaration of the opinion of the Board of National Education, that such determination of employment was for sufficient cause, in which latter case the teacher shall not be entitled to any compensation.

(IV.) In the event of the employment being determined by the manager on the ground of misconduct or other sufficient reason (under Article III.), the opinion of the Board of National Education that such determination was or was not justified shall be conclusive and final to all intents and purposes, and a letter to that effect, signed by the acting secretaries or secretary of the Board, shall be conclusive evidence between the parties of such opinion.

(V.) In case the teacher shall determine the said employment at any time without giving three calendar months' notice as hereinbefore provided (except for good and sufficient reason testified by the opinion of the Board, and evidenced by a letter signed as above mentioned), he shall forfeit any salary and emoluments, or any part of such salary and emoluments, then due to him, as the Board may order.

(VI.) The duties of the teacher shall be such as are in accordance with the Rules of the Commissioners.

(VII.) The salary and emoluments of the teacher are to be as follows :—

FORM No. II.

MEMORANDUM OF AN AGREEMENT made the day of , 189 ,
between Local Manager of the School (hereinafter called
the Manager) of the one part, and Teacher of the said School
(hereinafter called the Teacher) of the other part :

(I.) The manager agrees to employ the teacher as the teacher of the school, from the day of , 189 , henceforth until the

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expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other to determine the said employment.

(II.) The manager shall have absolute power to determine the said employment at any time without previous notice to the teacher; but in every such case (not coming under Article III.) he shall be bound to pay to the teacher three months' salary, recoverable as a debt.

(III.) The manager shall also have power to determine the said employment, without previous notice, for misconduct or other sufficient reason; in which case the teacher shall not be entitled to any compensation.

(IV.) In case the teacher shall determine the said employment at any time without giving three calendar months' notice, as hereinbefore provided (except for good and sufficient reason), he shall pay to the manager three months' salary, recoverable as a debt.

(V.) The duties of the teacher shall be such as are in accordance with the Rules of the Commissioners.

(VI.) The salary and emoluments of the teacher are []

NOTE.—Any entry in either of these Forms of Agreement, at variance with the spirit and conditions of Rule 173, will render the Agreement invalid. The responsibility of a Manager under an Agreement ceases from the date of his retirement from the office of Manager, or of the withdrawal of salary from the Teacher by the Board.

112. (a.) Managers may close their respective Schools for recognised vacations notified on the Time Tables, such vacations not to exceed forty school days in the year (exclusive of Saturdays and holidays). (b.) Should a Manager close his School on any other schooldays, the Commissioners will refuse payment of salary for such schooldays, unless they are satisfied that the School was closed for a reasonable cause. (c.) In case of a School closed for a period less than one month, for reasonable cause, such as severity of the weather, &c., full salary may be paid on the Manager's representation of the facts; but (d.) if School be closed continuously for a month or longer owing to illness in Teacher's family, or to an epidemic, a medical certificate will be required before salary can be allowed.

113. (a.) Managers are required to notify without delay all changes of Teachers to the Education Office, and to the Inspectors of the respective districts; (b.) and, as a rule, no newly-appointed teacher will be recognised in a School until the Commissioners are satisfied that the requirements of Rule 111 have been complied with.

114. The Commissioners earnestly request that Managers will visit their respective Schools as frequently as convenient, and see that the Rules of the Board and the provisions of the Time Table are adhered to, and that the attendance of pupils, receipt of School fees, &c., are accurately recorded. (See Rules 99 and 238 to 246.)

INSPECTION BY THE COMMISSIONERS OR THEIR OFFICERS.

115. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Managers, the Inspectors are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Managers of the Schools.

116. The Commissioners require that, as a general rule, every National School be visited by the *Inspector of the District*, at least *three* times in each year. One of the yearly visits must be for the examination for Results, which, as far as practicable, should take place periodically in the same month. *Appendix B.
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117. The *District Inspector* after each visit is to communicate with the local Manager, in case he should have observed any violations of rule, or defects, or should deem it necessary to afford the manager information concerning the general state of the School; and he is to make such suggestions as he may deem necessary.

118. The *Inspector* is not to give any intimation of his intended visit, except when it is for the purpose of holding an examination for Results.

119. The *Inspector* is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the observance of the Board's Rules, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the School.

120. When an application for aid to establish a National School is referred to the *Inspector*, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and, when necessary, with other influential parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

121. (a.) The *Inspector* is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; (b.) but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners.

ADMISSION OF VISITORS.

122. The public, generally, must have free access to every National School during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

123. (a.) Visitors of all denominations are to have free access to the School-rooms, and full liberty to examine the Religious Certificate Book, Daily Report Book and Class Rolls, but not to make extracts; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; (b.) but they are not to interrupt the business of the School by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

124. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the local Manager of the School.

125. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

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sioners.

TEACHERS.

Their Qualifications and Duties.

126. Teachers recognised in National Schools are Principal Teachers, Assistant Teachers, Junior Literary Assistants, Workmistresses, and Teachers of Industrial Departments.

127. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their Sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers, a useful direction. These are the qualities for which Patrons or local Managers of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

128. No clergyman of any denomination can be recognised as the Teacher of a National School.

129. (a.) All candidates for the office of Teacher must before being recognised produce a medical certificate as to the state of their health, and furnish satisfactory evidence of age. (b.) Persons in bad health, or of infirm constitution, or labouring under any physical defect likely to impair their efficiency as teachers, are absolutely ineligible for appointment under the Board; (c.) and *Inspectors are strictly prohibited from recommending the appointment of any such persons.*

130. *(Omitted Rule.)*

131. The Commissioners desire it to be understood that they reserve to themselves, in every case, the right to determine finally whether the payment of salaries or any other aid is to be made in whole or in part, or to be altogether withheld. (See Rule 239).

132. (a.) Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impair their usefulness as Teachers. (b.) They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors, or to live in any such house.

133. (a.) Every Teacher is required to receive courteously visitors of all denominations, and to have the School records lying upon his desk, that visitors may examine them, and enter in the Daily Report Book such remarks as they deem fit. (b.) Such remarks as may be made are not to be altered or erased; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

134. (a.) Should the Commissioners consider any Teacher unfit for his office, or otherwise objectionable, they will require, in a vested school, that he be dismissed and another provided. (b.) In a non-vested school the grants will be withdrawn and the School struck off the Roll of National Schools, unless a suitable Teacher be procured.

135. Teachers whose Schools have declined in usefulness and efficiency, or who have conducted themselves improperly, may be reprimanded, fined, depressed, or dismissed.

136. If a Teacher, from whom salary has been withdrawn for any cause, be re-appointed to a National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary be paid to such Teacher.

137. *(Omitted Rule.)*

138. If a classed teacher who has ceased for a considerable period to act as teacher in a National School shall be re-appointed, the Commissioners reserve to themselves the right to determine whether such teacher shall retain the class in which he was previously recognised. (See also Rules 140 c and 220 B.)

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139. The Commissioners regard the attendance of a Teacher at meetings held for *political purposes*, or his taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of his duties, and as a violation of rule which will render him liable to withdrawal of salary.

N.B.—This Rule does not prohibit the employment of a National Teacher, by the Sheriff, as presiding officer or polling clerk, in a polling booth at a Parliamentary election, the functions of such officers being purely executive and non-political.

140. (a.) The limits of age of persons on first appointment to the office of Principal or Assistant National Teacher are:—

| | | | | |
|--------------|---|---|---|--------------------------|
| Minimum age, | . | . | . | 18 years last birth-day. |
| Maximum age, | . | . | . | 35 years " |

(b.) Teachers coming from other educational organizations who can satisfy the Board that they have been continuously employed as public teachers from the age of 35 years or under, may be admitted up to 45 years of age, provided such employment began before 1st January, 1880.

(c.) But such exceptions to the maximum age of 35 years will cease to be made if, at any time, the Commissioners of the Treasury give notice in writing, under the hand of one of their Secretaries, to the Board that the number of such exceptional admissions is becoming so great as to interfere with the calculations on which the solvency of the Pension Scheme under the "National School Teachers' (Ireland) Act, 1879," rests.

(d.) Teachers in National Schools who interrupt their service and resume it after a period not exceeding 10 years, are not subject to any disqualification for age at the date of resumption.

(e.) If the interruption has lasted 10 years or upwards, Teachers must not be over 45 years of age at the date of resumption, and they must qualify themselves in all respects as Teachers seeking first appointments under the preceding subhead (b.).

NOTE.—There are some important distinctions as to the provisions for Pensions accordingly as the interruption of a National Teacher's service has been greater or less than 5 years. See Rule 220 B. and Appendix XXXI., pp. 99 and 100.

141. In Mixed Schools presided over by a Master, it is desirable, where the attendance warrants it, that a Female Assistant should be appointed. (See Rule 168.)

142. (a.) In a mixed school conducted by a master, in which there is no Female Assistant, a Workmistress may be employed, provided there be at least 20 girls in average attendance, and that the Workmistress be employed for at least two hours daily on five days per week. (b.) *The Commissioners do not sanction the appointment of new Workmistresses except in mixed schools under Male teachers.*

(c.) No Workmistress can be appointed who, in the opinion of the Commissioners, is not competent to give instruction in Cutting-out and Dressmaking, as well as in Plain Needlework and Knitting.

Appendix B. (d.) Workmistresses are paid the results fees for needlework in addition to their salaries.

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143. A Female candidate for the office of Teacher will not be recognised either as Principal or Assistant unless she is competent, not only to conduct the Literary business of a School, but also to give instruction in Needlework, Cutting-out, and Dressmaking.

144. (a.) In cases of illness, the Commissioners, on the production of a medical certificate, or other satisfactory evidence, allow to any member of the teaching staff, receiving personal salary from the Commissioners, one month's leave of absence from duty without stoppage of salary.* (b.) Should the illness necessitate a more lengthened absence from duty, salary will not be paid for the additional period of absence unless a substitute, qualified under Rule 151, and to be paid by the Teacher, be appointed. (c.) In no case can such absence be sanctioned for more than six months; and (d.) under no circumstances can a substitute for a paid monitor be sanctioned. (e.) The Commissioners desire it to be clearly understood that they cannot sanction the appointment of a substitute for an absent Teacher, if the absence is owing to any other cause than illness or attendance at any recognised Training College. (f.) The Commissioners will sanction the appointment of an eligible temporary teacher in a National School for a period not exceeding three months, as *locum tenens* pending the appointment of a permanent Principal teacher, and will pay such temporary teacher for his service at rate of third class salary or capitation salary, as the case may be, with results fees, without requiring the Manager to enter into a formal agreement with him. None but classed teachers are eligible for such temporary appointments. (g.) For occasional absences owing to illness, or other reasonable cause, for brief periods, the Manager's statement may, under ordinary circumstances, be accepted without loss of salary. (h.) But no member of the school staff can be allowed to take "Vacation" or suspend work during the ordinary period of operation of the school.

145. The following Practical Rules are to be strictly observed by the Teachers of National Schools:—

I. The Teachers of National Schools are required to keep the following Tablets suspended conspicuously in their school-rooms, and to make themselves thoroughly acquainted with their contents:—(a.) The General Lesson, the principles contained in which should be inculcated on the minds of all the Pupils at the time of combined ordinary instruction;—(b.) The Commissioners' Rules and Regulations;—(c.) The Practical Rules for Teachers;—(d.) The National School Programme;—(e.) The Price List of School Requisites.

II. To exclude from the school, except at hours set apart for Religious Instruction, all Catechisms and Books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but above all *political* meetings of every kind; to abstain from controversy; and to do nothing either in or out of school which might have a tendency to confine it to any denomination of children.

IV. (a.) To keep the Register, Report Book and Class Rolls, accurately, neatly, and according to the forms prescribed by the Board; and to enter or mark in the two latter, *not later than eleven o'clock* each day, the number of children in actual attendance. (b.) *In case any child is obliged to go home after roll-call, and before the school is dismissed, the child should previously enter his or her name in the Leave of Absence Book. Should the child be unable to write, the name is to be written by another child, and not by any of the Teachers.* (c.) All incomplete

* In schools under the direct management of the Commissioners, the period for which salary may be allowed without stoppage of pay will be determined by the circumstances of each case, and, if necessary, the Commissioners will employ substitutes, and pay them for a limited period.

attendances (i.e., attendances terminated before the conclusion of the ordinary literary business of the day, as notified on the Time Table) are to be excluded from the Results Examination Roll, and also from the calculation of average attendance [See Rule 74 (b.)] (d.) An Absence mark once entered on the Rolls is not to be erased, cancelled, or altered under any circumstances whatever. (e.) The Commissioners also desire that immediately after roll-call each day, the number present in each class shall be written in chalk in large figures on a black board suspended in the School, and shall not be rubbed off until next morning. (f.) The Teaching Staff is required to be in attendance at the School each day half an hour before the time fixed for the commencement of school business.

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V. To classify the children in accordance with the Results Programme; to study the National School Books; to teach according to the approved methods, as pointed out in the Manuals of Method and Organization sanctioned by the Commissioners; and to labour diligently to train up their pupils in each branch of knowledge to the degree of attainment or amount of proficiency pointed out for each class respectively in the *Results Programme*.

VI. To observe themselves, and to impress upon the minds of their pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

VII. To promote both by precept and example, *Cleanliness, Neatness, and Decency*. To effect this, the teachers must set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They must also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The school apartments, too, must be swept and dusted every evening; and white-washed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of *Truth and Honesty*, the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils, to treat them with kindness combined with firmness, and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the Report Book of the school all receipts of School-fees, Subscriptions, &c., and the amount of all grants made by the Board, as well as the purposes for which they were made, whether for salaries, results fees, premiums, or gratuities, or payments to Monitors or Workmistresses; also school Requisites, whether Free Stock or purchased Requisites.

XII. To take strict care of the *Free Stock* of Requisites granted by the Board; to keep the school constantly supplied with School Books and other Requisites approved by the Commissioners, also to preserve for the information of the Inspectors, the Invoices of Free Stock or purchased Requisites. Teachers are strictly prohibited from using in their schools any books, &c., not expressly sanctioned by the Board, and from making any pecuniary profit from the sale to their pupils of requisites supplied from the stores of the Commissioners.

XIII. Should it be intended to close a school for a time not included in the recognised Vacations, notice should be given some days previously to the Inspector; and when a teacher intends resigning or removing to another school, he should intimate his intention to the Inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the Premises, Free Stock, School Accounts, &c., &c.

XIV. To attend to the Ventilation of the school:—I. Immediately after entering the room in the morning; II. At the time of Roll-call; III. About an hour before the school breaks up. The Ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough air through the room.

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sioners.

TRAINING COLLEGES.

146. A Training College is an institution for boarding, lodging, and instructing students who are preparing to become, or are already, certificated teachers in National or other Governmental elementary schools. It is required to include, either on its premises or within a convenient distance, a Practising National School in which the students may learn the practical exercise of their profession.

147. No grant is made to a Training College unless the Commissioners are satisfied with the premises, management, and staff.

148. (a.) The Commissioners have provided a College in Marlborough-street, Dublin, under their own management. (b.) They also make grants to Training Colleges under local management.

Board's Training College, Marlborough-street.

149. (a.) Candidates are selected by the Commissioners on the recommendation of the Inspectors, for admission to the Marlborough-street Training College, and must produce Certificates of good character, (b.) They are boarded and lodged free of expense out of the funds provided under Rule 149r. (c.) There is a time set apart daily for the Students to attend to their respective religious exercises, and every facility is afforded to clergymen to impart religious instruction to the Students of their own flock. On Sundays the Students are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct.

(d.) The Commissioners also recognise in the Marlborough-street College an Extern Class, which is composed of a limited number of duly qualified young persons who wish to become National Teachers. The Commissioners do not provide board and lodging for such externs, but they are permitted to attend, without any charge, the Model and Practising Schools and the Lectures of the Professors, and at the end of the Training course they are examined for classification as Teachers, according to their merits and qualifications, and after two years probation as Teachers of Public Elementary Schools are entitled to Training Diplomas on the prescribed conditions.*

Training Colleges Generally.

149A. The provisions made for the training of teachers in Training Colleges are as follows:—

1. A One Year's course of training, open to Principal and Assistant Teachers already classed.

2. (a.) A Two Years' course of training open to Pupil-teachers, paid monitors, and other suitable students approved by the Commissioners, and possessing the qualifications prescribed for Third Class National Teachers.

(b.) This course is also open to Classed Principals and Assistants, instead of the one year's course, provided they shall have resigned their appointments before entering the Training College.

3. If during the attendance of a recognised teacher at any Training College, for the one year's course (Rule 149A, par. 1) the local Manager provide a substitute pronounced qualified by the Inspector,† the pay

* The privilege contained in this paragraph applies to Training Colleges under Local Management.

† Commencing with the Session of 1891 all such substitutes must be Classed Teachers or Monitors who have satisfactorily completed their period of service of five years.

of the Teacher from the Board will be continued. (b.) Substitutes are to make their own terms with the Managers and the teachers whom they represent as regards remuneration for their services, and have no claim on the Commissioners. (c.) The employment of a substitute for a Teacher in Training cannot be sanctioned for a longer period than twelve months, reckoned from the date of the Teacher's leaving for the Training College.

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sioners.

Examination for Admission to Training Colleges.

149b. 1. An examination of candidates for admission into training colleges is annually held in the month of July at each college, or such other place as may be approved by the Commissioners.

2. The examination extends to all the subjects in which teachers are examined for third class certificates.

3. The candidates are selected and admitted to the examination by the authorities of each college, on their own responsibility, subject to no other conditions on the part of the Commissioners than that the candidates—

(a.) will be more than 18 years of age on the 1st of January next following the date of the examination ;

or (b.) have successfully passed the first or second year's examination as pupil-teachers or the fifth year's examination as monitors.

Admission into Training Colleges.

149c. 1. The Commissioners admit to the Marlborough-street College, and the authorities of the Colleges under local management may admit to their respective Colleges, subject to the approval of the Commissioners—

(a.) Any candidate who on examination has been pronounced qualified in the programme laid down for third class teachers.

(b.) Without examination any certificated national teacher who has not previously been trained and who wishes to enter the college for a year's training, in the course prescribed for students of the second year.*

2. Such candidates when admitted are termed *Queen's Scholars*.

3. Before candidates are admitted—

(a.) The medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity ; and

(b.) They must sign a declaration that they intend *bona fide* to adopt and follow the profession of teacher in a National School or Training College, or in the Army or Navy, or (in Ireland) in Poor Law schools, certified Industrial schools, or certified Reformatories.

4. The authorities of each college settle their own terms of admission.

5. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Commissioners will refuse to grant them diplomas.

* See, however, 149a, par. 2 (b.).

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sioners.

Examination of Students in Training Colleges.

149D. 1. An examination of the students is held yearly, in the month of July, at each of the training colleges.

2. No student may be presented for examination who is not a Queen's Scholar, or has not been resident throughout the whole year. No such student may be left out. See, however, Rule 149 (d) and foot-note thereto.

3. The students have a different examination according as they are men or women, or are at the end of a first or second year of residence.

4. The syllabus for women includes special subjects for the teachers of infants. Candidates who pass in these subjects, after two years of successful service in Infants' schools, receive special mention thereof on their Diplomas.

5. At the end of their year of training, the one-year students, in addition to extra papers upon the Art of Teaching and of School Organization, must pass creditably in the course for Second Class Teachers, except as provided for in Rule 158 (a.) and (b.)

6. At the end of their first year of residence, the two-year students, in addition to extra papers upon the Art of Teaching and of School Organization, must pass *creditably* in the course prescribed for Third Class Teachers. At the end of the second year of residence, such students must pass the course for Second Class Teachers, except as provided for in Rule 158. (*See also 149H, par. 6, as to special examination at Christmas.*)

7. Students who pass successfully through two years of training receive special mention thereof on their Diplomas.

Training Diplomas.

149E. A Diploma is awarded to every Student who having passed a successful examination at the end of his Course, whether of one year or of two years :—

(a.) Shall have been continuously engaged as National teacher for two years subsequently to his or her training, and shall, during such years, have been favourably reported upon by the Inspector, or

(b.) Is reported by the proper department, in each case, to have completed a like period of good service as an elementary teacher in the Army or Navy, or (in Ireland) in Poor Law Schools, certified Industrial Schools, or certified Reformatories.

Grants to Training Colleges.

149F. Grants are made to each college (Marlborough-street included) as follows :—

(a.) A fixed grant of £50 for males in training for one year; and £100 for those in training for two years.

(b.) A fixed grant of £35 for females in training for one year; and £70 for those in training for two years.

(c.) In addition, a Diploma Bonus of £10 for males for the one year of training; and £20 for two years of training; on the award of the Diploma for training after a probationary service of two years in the actual work of teaching. *Appendix B.*
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(d.) A Diploma Bonus of £7 for females for the one year of training; and £14 for two years of training; on the award of the Diploma for training after a probationary service of two years in the actual work of teaching.

(e.) In a College consisting of male and female students with a substantially common staff of Professors and other officers, the grant may be calculated at £50 multiplied by the number of male students, and £35 by the number of female students: the rule as to the limit of the grants being satisfied, whether the male students cost less than £50, and the female students more than £35 within the total limit, or *vice versa*.

(f.) The fixed grant to each college is paid as follows:—

An instalment of £12 (men), or £8 (women), is paid on 1st November, 1st February, and 1st May, in respect of every Queen's Scholar in residence for continuous training throughout the year. The balance is adjusted as soon as the college accounts for the year have been closed, audited and approved by the Commissioners.

(g.) If the new grants yield a surplus upon the certified expenditure, such surplus may be applied to scholarships, prizes, the purchase of apparatus and educational appliances, or any other suitable purpose approved by the Commissioners of National Education.

(h.) Should a Queen's Scholar owing to any exceptional cause not complete a training session, the fixed grant on account of such Queen's Scholar will be paid in proportion to the time of residence.

(i.) The new system of grants embodied in these regulations takes effect from the 1st September, 1890; and the Diploma Bonus will apply to all cases where the Diplomas were issued on or after the 1st of September, 1890.

Practising Schools.

149a. Grants are made to the Practising National Schools of Training Colleges on the same conditions as to other National Schools; but

(a.) Head Masters may receive, in addition to the results fees, their class salaries, which may rise by £5 per annum, until the salary amounts to £100, should they be reported faithful and efficient in the discharge of their duties.

(b.) Head mistresses may receive their class salaries, which may rise by £2 10s. per annum, on the same condition as in the case of masters, until the salary amounts to £75.

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sioners.

(c.) *First Class* Assistants receive their Class salaries and a Supplemental salary of £20 a year in the case of males, and of £16 a year in the case of females ; but assistants in such schools classed lower than *First Class* receive only the ordinary salaries.

Supplemental Regulations for Training Colleges:

149a. 1. A Training College must have adequate accommodation in Dormitories, Refectory, and Lecture or Class Rooms for at least 50 students.

2. The Manager or Correspondent of a Training College must be either a clergyman or other person of good position in society.

3. The Report upon an Application for Aid to a Training College must be made by one of the Head-Inspectors.

4. Each Training College will be placed under the charge of a Head-Inspector.

5. The accounts of a College must, at all times, be regularly posted up, and ready for the inspection of the Financial Assistant Secretary to the Commissioners, or other officer authorized by them.

6. An Examination at Christmas of each year will be held in each Training College, with a view of testing the proficiency in Second Class programme of the Queen's scholars, who entered with rank higher than Third Class, and whom the authorities of the College may desire to present at the end of the Course for promotion to Second Division or First Division of the First Class. Such Queen's Scholars as successfully pass this test Examination will not be required to pass again in the programme of Second Class, but will be regarded as having fulfilled the obligation of passing the Examination prescribed for the end of the Training Course of all Queen's Scholars.

7. The authorities of any College may submit, not later than the 1st of May, for the approval of the Commissioners, a list of the names of the Candidates for the Entrance Examination, to be held in the month of July. No application will be entertained unless all the preliminary regulations are complied with.

8. The Session of a Training College shall open at latest in the week commencing with the first Monday after the 10th September in each year.

9. Should Queen's Scholars on completion of training act as substitutes for Teachers during the absence of the latter from their schools while in training, or be appointed as lay assistants in Convent or Monastery National Schools, the time so employed as substitutes or as lay assistants will count as part of the two years' probationary service, if the service rendered be satisfactory.

10. A Queen's scholar is not eligible for employment as a National Teacher, Principal or Assistant, during the time which he or she may have contracted to remain as a student in a Training College, unless the Commissioners of National Education are satisfied that the infraction of the contract is justified by illness or any other satisfactory cause.

11. The Commissioners require that in all Training Colleges, and in the Practising Schools connected therewith, satisfactory provision be made for instruction in Drawing and Vocal Music.

CLASSIFICATION OF TEACHERS.

150. Teachers are divided into three classes—viz., *third, second, and first*. Each class, again, is subdivided into two grades or divisions—viz., *second division and first division*.

151. The following are eligible for appointment as Teachers or Assistant Teachers of National Schools:—

- (1.) Persons who have been trained in recognised Training Colleges.
- (2.) Persons already recognised as Classified National Teachers.
- (3.) Persons who, after a five years' course as Monitors, have obtained satisfactory Certificates.

When, however, a person of these classes, under any exceptional circumstances, cannot be found to fill an occurring vacancy, the Commissioners will be prepared to consider an application for the recognition of an unclassified person, on the condition that he shall immediately pass a preliminary Entrance Examination for provisional Classification in the Course for Third Class. For his continued recognition he shall also pass the first General Examination happening afterwards. In case such a person shall fail to pass either of these examinations, he will be disqualified from candidature for a year from the date of such failure, and salary will not be paid after the close of the quarter in which the examination occurred.

152. (*Omitted Rule.*)

153. Junior literary assistants, now recognised as qualified, will continue to receive their present salary, with the proportion of results fees laid down for assistants; *but no new appointments will be made.*

Promotion of Teachers.

154. (a.) Promotion of a Teacher from a lower to a higher *division* in the third or second class depends solely on the efficiency of his school, and is granted on the certificate of the Head or District Inspector, that the School has been in a satisfactory state during the previous year, in respect of cleanliness, discipline, proficiency, and progress. (b.) But promotion from one class to another, or from second division of first class to the first division thereof, cannot be obtained without examination. (c.) All Teachers, candidates for promotion from class to class, should notify to their District Inspectors, as a rule not later than the 1st of January in each year, their desire to be admitted to examination, in order to allow time to the Inspectors to visit and specially examine their schools, whenever necessary.

(d.) Teachers who, within the two years preceding the Annual Examination have incurred severe censure for any offence, are, as a rule, ineligible for admission to the examination as candidates for promotion.

(e.) Teachers who make an unsatisfactory examination may be excluded from further opportunity of seeking promotion for such time as the Commissioners may direct.

(f.) A Teacher must remain at least one year in the division in which he may be placed, before he can be advanced to the next higher step.

155. A teacher of the second division of the first class will not be admitted to examination as a candidate for promotion, unless it shall appear from the reports furnished during the previous three years that his school has been maintained in a state of thorough efficiency, and unless it shall also appear from the records of the Education Office that

Appendix B. he has not incurred any serious censure throughout that period. These conditions having been fulfilled, he may be promoted into first division of first class after passing a creditable examination.

Rules and Regulations of Commissioners. 156. The promotion of Teachers will, if approved, date from the 1st April of the year in which the examination takes place.

157. (a.) A teacher cannot be promoted from third class into first class without passing regularly through second class; nor from the *lower division* of a class into a higher class, without passing regularly through the higher division, except as provided for in next Rule, 158. (b.) No teacher of an Ordinary National School appointed on or after the 1st of August, 1887, and (c) no such teacher in the service on the 1st August, 1887, under twenty-five years of age, if then unmarried, will be eligible for promotion to either division of first class unless trained in a recognised Training College.

158. (a.) A Queen's scholar who, on entering a Training College, ranks in either division of second class, may, with the sanction of the authorities of the College, on the termination of his course of training be allowed to take first class examination papers, and, if qualified, be promoted to second division of first class. (b.) In the same manner a Queen's Scholar ranking in Second Division of First Class on coming up to training may be promoted to first division on same condition.

159. (*Omitted Rule.*)

160. (*Omitted Rule.*)

161. (a.) Assistant teachers are eligible for *promotion in classification* on the same conditions as principal teachers. (b.) But when Assistant Teachers admitted to the District Examinations pass a satisfactory examination as Candidates for Second Division of First Class, or First Division of First Class, the promotion of such Assistants will be deferred until they obtain a Principal Teachership, and will not be ratified unless, after the expiration of at least one year's service as Principal Teacher, the school is reported by the Inspector to have been efficiently conducted.* Pending the confirmation of the classification, salary will only be paid at the rate attached to the next lower grade for service as Principal, but should the promotion be confirmed, the balance of salary will be paid. (c.) Whatever the class of an Assistant may be, there is but one fixed salary, viz., £35 a year for males, and £27 a year for females. But in Practising schools attached to Training Colleges First Class Assistants receive their Class salaries and a Supplemental salary of £20 a year in the case of males, and of £16 a year in the case of females; but assistants in such schools classed lower than First Class receive only the ordinary salaries.†

SALARIES, &c.

162. The incomes of teachers of National Schools consist partly of local payments, and partly of payments by the Board.

The local payments are in school-fees from pupils, subscriptions, donations, and endowments. In some instances residences are provided rent free.

The payments by the Board are :—

(1.) Salaries according to class, &c.

(2.) Results fees regulated by the ascertained proficiency of the pupils examined, and also

(3.) Gratuities (for instruction of Monitors), and premiums, &c., likewise regulated by ascertained proficiency, &c.

* The conditions of Rule 161b do not apply to Assistants in Practising Schools, promoted to 1st or 1st Class.

† As regards Assistants in Model Schools, see Rules 205 and 206.

(a.) The following is the scale of salaries for Teachers of National Schools: Appendix B.

| | Male Teachers. | Female Teachers. | Rules and Regulations of Commissioners. |
|--|----------------|------------------|---|
| First class—First Division, | £70 a year. | £58 a year. | |
| The Old Second Division of First, | 60 " | 50 " | |
| The New do. do., | 53 " | 43 " | |
| The Old First Division of Second Class, | 46 " | 37 " | |
| Second Class—New Scale for First and Second Divisions, | 44 " | 34 10 " | |
| Third Class, | 35 " | 27 10 " | |
| Assistants, | 35 " | 27 " | |
| Junior Literary Assistants, | — " | 14 " | |
| Workmistresses, | — " | 12 " | |

(b.) The scale of Results Fees is given at page 31.

(c.) The scale of Gratuities is given at page 35.

(d.) Premiums, &c., page 93.

163. (a.) The salaries of National Teachers are payable and will be remitted on the 14th* day of January, April, July, and October, in each year in cases where the Quarterly Returns have been received in due time, and where there are no irregularities to be specially dealt with before payment.

(b.) Where salaries are paid by quarterly payments of one-fourth of the annual rates, the computation for a broken period of a quarter is made with reference to the number of days in that quarter.

(c.) The Commissioners are very desirous that the appointment of Teachers should be made from the first day of a quarter, and they therefore request Managers to discourage changes in the teaching staff except at the end of a quarter.

(d.) Should the first or last day of the month fall on a Saturday or Sunday or recognised holiday, salary will be allowed for such days.

(e.) The Commissioners reserve to themselves the right of determining to what extent, if any, special rates of salary or privileges enjoyed under previous arrangements may be continued.

164 (a.) First class teachers will not be paid at the rate of first class salary, unless their schools maintain an average daily attendance of at least 35 pupils, but no reduction of salary will be made unless the average shall have fallen below 35 for two consecutive quarters, after which first class salary will not be paid, unless there is satisfactory evidence that the reduction of the average is due to temporary and exceptional causes.

(b.) First class teachers should as a general rule be employed in large and important schools, and consequently a first class teacher will not be entitled to retain his class salary, unless the school he has charge of is such as in the judgment of the Commissioners warrants the employment of a first class teacher.

Grants made according to Average Attendance.

165 (a.) As a general rule, a National School, in order to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(b.) The average daily attendance, during any period (month, quarter, year,) is the number found by dividing the total number of complete attendances made on the regular school-days within the period, by the number of such school-days.

(c.) When the average attendance exceeds an integer by a fraction, the latter will count as a unit. Thus, 29.1 will count as 30.

(d.) As a rule, a National School should be in actual operation for at least 200 days in the year.

(e.) The number of pupils present must be recorded every day, in the Roll Book and Report Book, but when owing to severity of weather

* Should the 14th of the month fall on a Sunday the salaries will be issued on the 15th.

Appendix B. or other exceptional cause, the number of pupils in attendance on any day or days is under one-half of the average attendance for the month in which the day or days occur, the attendance of such day or days may be excluded from the calculation of the average. The cause of such exclusion in each case should be recorded in the Daily Report Book.

Rules and Regulations of Commissioners. 166. No action will be taken consequent on a reduction of the average attendance below 30, unless such reduction shall have appeared in two consecutive quarters, after which no salary will be payable unless the School comes under the provisions of Rule 167.

167. (a.) Should the average attendance at a school, the teacher of which received class salary, fall below 30 for two consecutive quarters, and should there appear to be good grounds for believing that such reduction of the average attendance below 30 was due to temporary causes, such as prevalence of epidemics, exceptional severity of weather, &c., reasonable time will be allowed for the re-establishment of the normal average, and during this period of indulgence the school will not be struck off the roll, or the salary reduced. (b.) But as soon as there is satisfactory evidence that the reduction of the average below 30 is due to permanent causes, then—

(1.) The school will be either suspended or struck off the roll of National Schools as unnecessary; or

(2.) It will be placed in the category of Modified Grant Schools, and dealt with as subject to the provisions of Rules 31 and 172.

(c.) In Convent and Monastery National Schools paid by merit capitation grant, should the attendance be reduced in any quarter, owing to epidemic or other exceptional cause, the merit capitation grant for such quarter will be calculated on the average attendance for the quarter preceding that in which the exceptional cause began to operate.

168. To warrant a grant of salary to a second Teacher (Assistant, Male or Female), the School must have an average daily attendance of at least 70 pupils. Salary to an additional Assistant may be granted for every additional 35 pupils in average daily attendance. (*See Table XXI., page 90.*)

169. (a.) To warrant a grant of salary to a Workmistress in a mixed School in which no Female Teacher is employed, an average daily attendance of at least 20 girls should be maintained. (*See Rule 142.*) (b.) In mixed Schools in which Male Assistants only are employed, salary may be granted to Workmistresses provided an average daily attendance of at least 20 girls is maintained over and above the average required for such Assistant or Assistants.

170. (a.) In cases where Schools having the services of Assistants or Workmistresses, fail to command the requisite average attendance, Managers must be prepared for the withdrawal of salary at the close of the second consecutive Quarter in which the falling off appears, unless (b.) there is satisfactory evidence that the reduction of the average attendance is due to temporary and exceptional causes,* in which case salary may be continued.

170A. The following regulation is intended to meet the case of rural National Schools where from local causes the average attendance of pupils fluctuates very much according to the seasons:—

"In a rural school which maintains an average attendance in certain months of the year sufficient for the employment of one Assistant or one

* N.B.—Such causes should be clearly set forth in the Manager's Return for the Second Quarter, in which the reduction in the average attendance appears, and the claim for the continuance of aid should be sustained by Medical or other Certificates where necessary.

Workmistress, but not sufficient in the other months, it shall be competent for a Manager to appoint, with the sanction of the Board, a suitable person to act as 'Temporary Assistant' or 'Temporary Workmistress;' and such Temporary Assistant or Workmistress will be paid salary, at the ordinary rate, for those months only in which the average is sufficient."

The person to be appointed must be approved of by the Inspector, and certified by him to be competent. The qualifications required of candidates for Temporary Assistantship are the same as those prescribed for Third Class Teachers.*

Results Fees.

171. (a.) In addition to their class salaries teachers receive the results fees earned in their schools according to the following scale. (b.) The ordinary results fees in schools in which assistants are employed are apportioned on the principle of allocating to the Head Teacher twice as much as to each assistant.

(c.) The conditions upon which results fees are awarded and allocated are specified in the Results Programmes, but the Commissioners reserve to themselves the right of deciding what action should be taken in particular cases of non-observance of these conditions.

SCALE OF RESULTS FEES (Revised for 1890-91).

| SUBJECTS. | ORDINARY AND OPTIONAL BRANCHES.—FEES FOR PRIZES. | | | | | | | |
|---|--|--------------|---------------|--------------|---------------|---------------------------|----------------------------|--|
| | Infants' Class. | First Class. | Second Class. | Third Class. | Fourth Class. | Fifth Class, First Stage. | Fifth Class, Second Stage. | Sixth Class, 1st and 2nd Examinations. |
| | s. d. | s. d. | s. d. | s. d. | s. d. | s. d. | s. d. | s. d. |
| Infants' course,† . . . | 3 0 | - | - | - | - | - | - | - |
| Reading, | - | 2 0 | 2 0 | 2 6 | 2 6 | 2 6 | 2 6 | 2 6 |
| Spelling, | - | 1 0 | 1 0 | 1 0 | 1 0 | 1 0 | 1 0 | 1 0 |
| Writing, | - | 1 0 | 1 0 | 1 6 | 1 6 | 1 6 | 1 6 | 2 0 |
| Arithmetic, | - | 1 0 | 2 0 | 2 6 | 2 6 | 2 6 | 2 6 | 3 0 |
| Grammar, | - | - | - | 1 0 | 1 6 | 1 6 | 1 6 | 1 6 |
| Geography, | - | - | - | 1 0 | 1 0 | 1 6 | 1 6 | 1 6 |
| Book-keeping (optional for Boys and Girls), . . . | - | - | - | - | - | 2 6 | 2 6 | 3 0 |
| Needlework (for Girls), . | - | - | 0 6 | 1 0 | 2 0 | 2 6 | 2 6 | 3 0 |
| Agriculture,‡ | - | - | - | - | 4 0 | 5 0 | 5 0 | 5 0 |
| Vocal Music (optional), . | - | - | 1 6 | 2 6 | 2 6 | 2 6 | 2 6 | 3 0 |

* After 1st July, 1890, no person will be recognised as Temporary Assistant who is not classed.

† (a.) In thoroughly organized infants' schools or infants' departments, 4s. per pupil in infants' class may be gained, and (b) if the Kindergarten system be efficiently practised, 2s. may be gained in addition to the ordinary fee for every pupil legitimately presented in infants, first, second and third classes. See note VI., page 68. (c.) If a pupil of an infant class fails to obtain a pass in the infants' programme, the special fee of 2s. for Kindergarten is not payable for such pupil. (d.) If a pupil in the 1st, 2nd, or 3rd class in an infant school or infant department fails in any of the ordinary programme subjects of the class, the special fee of 2s. for Kindergarten is not payable for such pupil.

‡ Agriculture is obligatory for boys of fourth or higher classes, except in schools situated in large towns; it is optional for girls. If both boys and girls in a mixed school are taught agriculture, the instruction must be given, as a rule, wholly within the ordinary school-hours.

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ALTERNATIVE SCALE for GIRLS of SIXTH CLASS in SCHOOLS having FEMALE TEACHERS or WORKMISTRESSES.

(See Appendix, page 64.)

| | £ | s. | d. |
|---|---|----|----|
| Reading, which should include Text Books on suitable Industrial subjects and on Domestic Economy, with knowledge of the subject matter, | 0 | 2 | 6 |
| English Composition, including Letter-writing on various subjects, which should embrace Geography, Grammar, &c.; skill in Penmanship to be taken into account, | 0 | 3 | 0 |
| Plain Needlework in its various developments, including shirt-making (Plain Needlework must be one of the three Industrial subjects to be taken up in each of the two years of a Sixth Class course), | 0 | 3 | 0 |
| Special Industries, as given in programme, see page 65 (Class A and Class B), only two of which can carry fees in the same year, | 0 | 3 | 0 |
| Book-keeping (optional), | 0 | 3 | 0 |
| Agriculture do., | 0 | 5 | 0 |
| Vocal Music do., | 0 | 3 | 0 |
| Approved Extras (see below and Appendix page 70, § xiii.) | | | |

EXTRA BRANCHES.—Fees for Passes.

| | | 3rd Class, | 4th Class, | 5 th Class, | 5 th Class, | 6th Class 1st & 2nd Exam. |
|--|---|------------|------------|------------------------|------------------------|------------------------------|
| Drawing, | Six Examinations according to Class, | 2s. 6d. | 2s. 6d. | 2s. 6d. | 2s. 6d. | 3s. 0d. |
| Extras for Pupils of 5th and 6th Classes:— | | | | | | |
| Girls' Reading Book and Domestic Economy combined, | Two Examinations. 3s. each. | | | | | |
| Greek, | Three Examinations in each. 10s. each. | | | | | |
| Latin, | | | | | | |
| Irish, | | | | | | |
| German, | | | | | | |
| French, | Three Examinations. 5s. each. | | | | | |
| Other extra branches approved by the Commissioners. | No. of Examinations specified in each case in Section XIII. Appendix, pages 70 to 79. 5s. each. | | | | | |

Pupils may be presented in extras that have only one Examination either in 5th Class, or in 6th Class, at any Examination therein.

Each Extra having a series of Examinations may be commenced only in the First or the Second Stage of 5th Class, or in the first or the second year of 6th Class, and, wherever commenced, may be completed, except in the case of Navigation, which can be commenced only in 6th class. See p. 70. N.B.—This restriction does not apply to Evening schools.

Modification of Aid.

172. The Commissioners in certain cases are prepared to act on the following modification of the aid granted to National Schools. (See Rule 31.)

(a.) *Attendance under 15 Pupils.*—Schools with an average daily attendance under 15 pupils conducted on the principles and the system of the Board, may be allowed Inspection, Books, and Apparatus, under existing regulations. The teachers can receive no salary from the Commissioners, but are eligible for results fees and for training, and their service, from their connexion with the Board, will count to their credit in respect to retiring allowances, &c.

(b.) *Attendance 15 but under 30 Pupils.*—When the average daily attendance is not less than 15, but is under 30, a capitation allowance on the average daily attendance in addition to the aid granted by preceding rule

will be allowed by the Commissioners, at the rate of £1 3s. 4d. per annum to masters and 18s. 4d. to mistresses. (c.) When a School aided under this Rule attains to an average attendance of 30 pupils or above in any quarter, salary to Teacher may be paid as in ordinary Schools for such quarter only. Appendix B.
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sioners.

(d.) Should the attendance be reduced in any quarter, owing to epidemic or other exceptional cause, the capitation allowance for such quarter will be calculated on the average attendance for the quarter preceding that in which the exceptional cause began to operate.

(e.) *Island Schools.*—Salaries, in addition to results fees, may be paid to Teachers of Island Schools at capitation, rate even when the average is below 15; (f.) and when the average is not less than 15 but is under 30, the Commissioners may award third class salary to Teachers of Island Schools.

Local Aid.

173. (a.) So far as practicable, a further income must be secured to teachers of ordinary National Schools by School fees, supplemented where necessary, by local endowments or contributions; and (b.) the School fees paid by the children should not be diminished in consequence of any increase of salary or Results Fees which may be awarded to the teacher. (c.) The arrangement of the rates of School fees is to be made by the Manager; but the School fees are payable to the teacher as part of his emoluments. (See note to Rule 30).

Grants to Convent and Monastery National Schools.

174. (a.) The teachers of a Convent or Monastery National school, if they adopt the principle of classification, will be paid the same class salaries as the teachers of ordinary National schools, in addition to results fees and gratuities. (b.) But if they adhere to the system under which they are not examined for classification, they will be paid on the average attendance in lieu of class salary, a merit capitation grant of 12s. a head when the results examination is entirely satisfactory, and 10s. when it is only fair or passable, and, in addition, will be entitled to the same rate of results fees and gratuities as the ordinary National Teachers. (See Rule 167 c.)

175. For Evening Schools, in connexion with Convent or Monastery National Schools, the teachers of which are paid by capitation, an allowance may be made at the rate of £10 per annum for every hundred pupils in average attendance, and the usual results fees are paid.

PAID MONITORS.

176. (a.) Paid Monitors are appointed only from 1st July in each year, and only for a period of three years subject to the fulfilment of the conditions hereinafter specified as regards good conduct, efficient instruction, and maintenance of sufficient average attendance of pupils.

(b.) After the expiration of this period of service, a Monitor may be continued for an additional period of two years in Ordinary National Schools conducted by First or Second Class Teachers, and in Model, Convent, or Monastery National Schools, provided—(1) the Monitor has passed creditably at the third year's examination, and (2) the school in which he is serving is in every respect efficiently conducted and maintains a sufficient average attendance.

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sioners.

(c.) The following is the Scale of Salaries:—

| Year of Service. | Males. | Females. |
|------------------|--------|----------|
| First, | £5 | £5 |
| Second, | 6 | 6 |
| Third, | 8 | 8 |
| Fourth, | 12 | 10 |
| Fifth, | 18 | 16 |

177. (a.) The school for which a monitor is recommended must, as a general rule, exhibit an average daily attendance of not less than forty pupils in at least three out of the four quarters ended on the 31st March. (b.) The appointment of additional monitors will depend upon the average attendance and the staff of recognised teachers employed in the school. (*See Rules 180, 239 and Scale XXI., page 90.*)

178. (a.) A female monitor will not be appointed in a Male School (unless it is a Male Infants' School under Female Teachers), nor (b.) in a Mixed School under a Male Teacher, unless (1) she is a near relative of the Teacher, or (2) there is in the School a Female Teacher who will either be charged with the Monitor's extra instruction or will always be present thereat, or unless (3) other Female Monitors or pupils or some respectable female shall be present during the entire time devoted to such extra instruction. (c.) A Male Monitor will not be appointed or recognised in a school under a Female Principal.

179. (a.) The District Inspector recommending the appointment of a monitor, must certify that the teacher in whose school the monitor is to serve, is well qualified to instruct and train monitors in the art of teaching and the organization of schools, as well as to give them thoroughly efficient instruction in the subjects prescribed for the annual examinations, and (b.) that he has taken care to explain to the teacher (1) that he will not be permitted to employ the monitor in teaching for more than three hours each day; (2) that he will have to instruct him carefully along with the pupils of the school during the remainder of the daily school time; and (3) that he will be bound to give him extra instruction regularly in the Monitorial course for at least three-quarters of an hour each day on not less than five days of the week before or after ordinary school-hours, or for half an hour a day on five days, and two hours on Saturdays.

180. (a.) Should a school in which a Monitor is recognised fail to command the requisite average daily attendance, salary will, as a rule, be withdrawn from the end of the second consecutive quarter in which the falling off appears, unless there is evidence satisfactory to the Commissioners that the reduction was due to temporary and exceptional causes. (b.) The Commissioners reserve to themselves the right of cancelling the appointment of a Monitor whenever, for sufficient reason, they may see fit to do so. (Rule 195.)

181. (a.) Paid Monitors are appointed by the Commissioners upon the recommendation of the Inspectors, who are to select them by competitive examination, and, as a rule, from eligible pupils of the schools in which they are to be employed. (b.) A Monitor is appointed only for a particular school, and cannot be transferred, even temporarily, to another school without the express sanction of the Commissioners, which will be granted only under exceptional circumstances; but (c.) where a girls' school or a mixed school is associated with an infant school in the same premises, manager may allow the female monitors of each department to devote a portion of their time to teaching and practising in the other department.

182. The District Inspector, before recommending the appointment of a Monitor, is bound to confer with the Manager of the School as to the

character and general suitability of the candidate whom he has selected, and he is prohibited from recommending any candidate to whom the manager of the school objects. He should also be careful not to select any candidate to whom the teacher of the school entertains a reasonable and well-founded objection. Appendix B.
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of Commissioners.

183. (*Omitted Rule.*)

184. (a.) Candidates for monitorship must be persons of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as teachers. (b.) They must furnish a Registrar's certificate of date of birth or other satisfactory evidence of age, and a medical certificate of good health.

185. Inspectors, as a rule, should recommend for appointment as Monitors pupils who, at the commencement of their course (i.e. on the 1st of July), shall have completed their twelfth year of age,* and shall not have passed their sixteenth year. Candidates must have answered satisfactorily at the last Results Examination in the class in which presented, which should not be lower than the first stage of the fifth class.

186. (a.) Paid Monitors may be examined as pupils of the schools in which they receive the prescribed extra and school instruction, and may earn for the teachers from whom they receive such instruction results fees (*but only on number 1 passes*) for each year of their service, subject to the regulations affecting ordinary pupils. (b.) The attendances of Monitors are to be recorded daily on the Rolls, and to be included in calculating the monthly, quarterly, and annual averages of pupils in attendance.

Gratuities for instructing Paid Monitors.†

187. (a.) Gratuities may be paid to teachers for instructing and successfully training paid monitors in the monitorial course according to the following rates:—

| | | £ | s. | d. |
|---------------------|------------------------|---|----|----|
| For each monitor of | 1st year a gratuity of | 1 | 0 | 0 |
| " | 2nd " " | 1 | 10 | 0 |
| " | 3rd " " | 2 | 0 | 0 |
| " | 4th " " | 3 | 0 | 0 |
| " | 5th " " | 3 | 0 | 0 |

These gratuities will be paid annually, on the completion of each year of service, as soon as possible after the Commissioners shall have been satisfied that the prescribed conditions have been fulfilled.

188. *It is to be understood that if a monitor continue to give service in his School after the termination of his course, he will not be entitled to any remuneration for such service.*

189. (*Omitted Rule.*)

190. Paid monitors, unless prevented by illness, or other unavoidable cause, must undergo a yearly examination in the prescribed yearly courses.

191. (a.) The examination of monitors for their *first, second, and fourth* years of service, will be held in their schools at the Results

* Pupils under 14 years of age can obtain a Registrar's certificate of date of birth for 6d. See Appendix, page 117.

† Teachers of Model Schools are indigible for this class of gratuities.

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sioners.

Examinations, and on each occasion the monitors will have to exhibit to the Inspector *all* the exercise books written by them in the course of the year, and the females must also exhibit specimens of their needlework to afford proof that due attention has been given to the branches of needlework suited to their capacity. (b.) At the end of their *third* year of service they will be required to attend a special examination, and again at the end of their *fifth* year if continued (Rule 176 b) they must attend the Teachers' Examination.

192. Monitors who pass their fifth year's examination satisfactorily will receive a certificate to that effect, and will be placed in the second division of the third class of National Teachers, but the classification will be forfeited unless the Monitor shall have been appointed to a Teachership in a National School, or shall have been admitted as a Queen's Scholar to a Training College, within three years from the termination of the period of service as Monitor.

193. (*Omitted Rule.*)

194. (*Omitted Rule.*)

195. The salary granted to a Monitor may be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or any other circumstance, render such a course desirable. (Rule 180.)

196. When a vacancy in a Monitorship occurs, whether before or on the expiration of a Monitor's term of service, it does not necessarily follow that a successor shall be appointed.

197. (*Omitted Rule.*)

Teachers of Evening National Schools—(Rules 63 and 175).

198. (a.) Teachers of Evening Schools are paid partly by salary, and partly by results fees. Evening Schools should, as a rule, be open three evenings a week for at least two clear hours each evening for secular instruction. (b.) The salary is £1 per month for each teacher, for every month during which the school has been open, with an average monthly attendance of not less than twenty-five *bona fide* evening school pupils (*i.e. pupils who do not attend any day school*) for each teacher employed in the school.* (c.) An Evening School will not be examined for results fees unless it has been in actual operation as a National School for at least six continuous months, including ordinary vacations, immediately preceding the month fixed for the examination; and (d.) no attendances are to be taken into account except those made within these six months or any longer period of continuous operation.

199. (*Omitted Rule.*)

Teachers of Agricultural National Schools.

200. Teachers of this class of Schools, competent to conduct both the Literary and Agricultural Departments, receive special Results Fees for Agriculture. (Rules 41 to 50, and pages 81, 82.)

Teachers of Special Industrial Departments.

201. In National Schools where embroidery and other advanced kinds of needlework, &c., are taught in a special department by a duly qualified teacher, the amount of salary granted for giving such instruction is regulated by the nature of the work to the time devoted to it daily, and the number of pupils engaged in it. (See Rules 52 to 54.)

* Teachers of Evening Schools heretofore in receipt of an annual salary under the old arrangement may retain such salary undiminished so long as the Commissioners see fit to continue it.

Teachers of Model Schools.

Appendix D.

Scale of Salaries to Head Masters and Mistresses of Model Schools.*

Rules and Regulations of Commissioners.

202.† Head masters may receive their class salaries, which may rise by £5 per annum, until the salary amounts to £100, should they be reported faithful and efficient in the discharge of their duties.‡

203. Head mistresses may receive their class salaries, which may rise by £2 10s. per annum, on the same condition as in the case of masters, until the salary amounts to £75.

204. Principals are allowed also a portion of the school fees, and also of the results fees.§

Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.||

205. An assistant master receives his class salary, a supplemental salary of £20, and a certain proportion of the school fees and results fees.

206. An assistant mistress receives her class salary, a supplemental salary of £16, and a certain proportion of the school fees and results fees.

207. (Omitted Rule.)

208. (Omitted Rule.)

209. (Omitted Rule.)

Paid Monitors and Pupil-Teachers in Model Schools.

210. (a) The same regulations as to appointment, qualification, salary, and period of service, apply to Monitors in Model Schools as to those in Ordinary Schools. (b) Pupil-teachers will be appointed henceforth only from the 1st August in each year.

211. In the case of Pupil-teachers resident at Model Schools, an allowance at the rate of £26 a year is granted to the Master for the board, &c., of each.

212. Extern Pupil-teachers, male and female, are allowed at the rate of £26 a year each, in lieu of board, &c.¶

GRATUITIES.

Gratuities to Pupil-Teachers in Model Schools.

213. An annual gratuity not exceeding 30s. may be awarded to pupil-teachers of first year for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

214. Pupil-teachers who may be retained for training for a second year, will be granted a gratuity of 30s. a quarter, as reward for good conduct, &c.

215. (a) These gratuities are granted on the recommendation of the Head and District Inspectors. (b) Travelling Expenses are allowed to Pupil Teachers.¶

216. }
217. } (Omitted Rules.)
218. }

* For Salaries, &c., of the staff of Marlborough-street Model Schools, see Appendix, p. 89.

† Rules 202 and 203 apply also to Head Teachers of Practising Schools connected with Training Colleges.

‡ In case of head masters of Model Schools residence, fuel, and light are provided, or in lieu thereof, in some cases, allowance for house-rent, &c.

§ Supplemental salaries are available in special cases under prescribed conditions, viz., : £26 in case of Male Principals, to be reached by annual increments of £5, so far as the total income does not exceed £200; and £30 in the case of Female Principals, to be reached by annual increments of £5, so far as the total income does not exceed £150. Teachers in Model Evening Schools are also paid according to special rates.

¶ For salaries, allowances, &c., to the staff of the Marlborough-street Model School, see Appendix, p. 89.

¶ See Appendix, p. 89.

Appendix B.

Retiring Gratuities.—Old System.

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sioners.

219. (a) The Commissioners grant retiring gratuities to deserving teachers of National schools when, from old age or infirmity, they are obliged to retire. (b) The gratuity is calculated at the rate of one year's salary from the Board, for ten years' service. (c) This rate is subject to reduction. (d) No teacher is eligible for the gratuity whose service, as a National teacher, is less than ten years.

220. (a) In each case the gratuity is paid only with the express sanction of the Lords of Her Majesty's Treasury. (b) Should the teacher die before payment of Retiring Gratuity has been made, no payment thereof can be made to his or her representatives.

These Rules (219 and 220), apply only to Teachers who, being in the service at the time of the passing of the National School Teachers' Act of 1879 (42 & 43 Vict. cap. 74), declined to submit to deduction from their Salaries for Pensions. (c) Under no circumstances can a teacher who received a Retiring Gratuity or a Pension be re-admitted to the service of the Board.

PENSIONS AND GRATUITIES TO TEACHERS UNDER THE PENSIONS ACT.

220A. The following is an abstract of the principal provisions of the National School Teachers' Act (42 & 43 Vict. cap. 74):—

"Whereas it is expedient to make provision for the superannuation of the teachers of National Schools in Ireland, the Commissioners of Education shall deduct in the prescribed manner from the salary* paid by them to every classed teacher entitled to the benefit of this Act, the amount which they are required to deduct in each case, in accordance with the provisions of the Schedule to the Act.

"It shall be lawful for the Lord Lieutenant, with the consent of the Treasury, to grant to any classed teacher of a National School in Ireland, on his retirement from the service, a pension or gratuity according to the scale, and subject to the provisions contained in the Schedule to this Act, chargeable upon the Pension Fund, and to be paid in the prescribed manner.

"If any question arises as to the claim of any person or class of persons for a pension or gratuity under this Act, it shall be referred to the Treasury, whose decision shall be final.

"From and after the commencement of this Act, every classed teacher of a National School shall, unless permitted by the Commissioners of Education to continue in the service, retire at the age of sixty-five years in the case of males, and at the age of sixty years in the case of females.

"At any time after the passing of this Act, the Treasury, with the consent of the Lord Lieutenant, may from time to time make rules for the administration of the Act. Copies of all such rules shall be laid before both Houses of Parliament within fourteen days from the date thereof, if Parliament is then sitting; and if not, then within fourteen days from the next re-assembling of Parliament.

"The Schedule to this Act shall be construed and have effect as part of the Act. The rules in the Schedule may from time to time be revoked, varied, and added to by the Lord Lieutenant, with the consent of the Treasury."

Revised Rules under Pensions Act.—For Rules under Act 42 & 43 Vic., cap. 74, for the administration of the Teachers' Pension Fund, as revised by His Excellency the Lord Lieutenant, with the consent of the Lords Commissioners of Her Majesty's Treasury, 11th December, 1885, see Appendix, page 99.

Application to join Pensions Scheme.—A teacher having signed an application to be admitted to the new scheme, by which he becomes

* Premiums for the Pension Fund must, in cases where no salary is payable, or if payable is insufficient, be deducted from any other periodic payments made to Teachers by the Commissioners from moneys provided by a vote of Parliament.

eligible for a pension, cannot withdraw from that scheme and receive a gratuity under Rule 319. *Appendix B.*

220b. *Re-employment of Teachers.*—Every teacher applying for re-employment after interruption of service, shall :— *Rules and Regulations of Commissioners.*

- (a.) If such interruption has lasted less than five years, reckoned from the date of quitting one appointment and entering upon another, have the option of resuming the payment of premiums upon the terms of Rule 31 of the Rules of 11th December, 1885, for the administration of the Pensions Act. (See Appendix, page 99.)
- (b.) If such interruption, reckoned as aforesaid, has lasted more than five years, but less than ten years, he shall be regarded for all the purposes of the said Act as a teacher appointed for the first time, his past premiums, if not already repaid to him, being treated as so much to his credit, until exhausted in payment of the new premiums.
- (c.) Every teacher falling under subhead (b) of above Rule, shall produce certificates from the Commissioners of National Education that he has satisfied them as to his health, in the same manner as if he were appointed for the first time.

GOOD SERVICE SALARY.

221. Teachers now in enjoyment of good service salary will continue to receive, subject to the recommendation of the Head and District Inspectors, the same rate annually as that awarded for the year ended the 31st March, 1872, but no new grants of salary of this class will be made.

SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

Nature and Extent of Grants, and Conditions on which made.

222. (a.) The Commissioners furnish gratuitously to each School a First Stock of certain School Requisites, in proportion to the attendance of Children. (b.) And when an unsuitable School-house has been superseded by a suitable one erected from private funds, or when a considerable sum derived from private contributions has been expended in enlargement or structural improvement of a School-house, the Commissioners may, on the recommendation of the District or Head Inspector, grant a Special Free Stock of School Requisites.* (c.) These Requisites are to be kept as a School Stock, for which the Master or Mistress is held responsible, and are on no account to be sold or taken out of the School.

223. The Commissioners require that an adequate Stock of Books and other Requisites—approved of by the Commissioners—shall be purchased for the use of the School, and for sale to the pupils.

224. When Books, &c., purchased from the Commissioners are sold to the children attending a National School, it is directed that in no case shall any advance be made on the prices fixed by the Commissioners; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

* Money expended on furniture, apparatus, or repairs cannot be taken into account in deciding a claim for a Special Free Stock.

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Instructions to be observed in regard to School Requisites.

225. All applications for Books, School Requisites, and Apparatus, must be signed by the Manager, and be accompanied by a Post-office or Bank Order, or Cheque for the amount, in favour of JOHN M'CALLUM, PAYABLE IN DUBLIN ON DEMAND. All Money Orders, Cheques, &c., should be crossed to the "Account of the Paymaster General, Bank of Ireland."

226. Half Notes, Cash, Postage Stamps, Orders or Cheques drawn on Country Banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

227. When a Post Office Order or Letter of Credit is transmitted, and the amount thereof is under TWENTY SHILLINGS, the cost of the remittance must be paid by the person applying for same; but if the sum amounts to TWENTY SHILLINGS, or above, the cost of the remittance will be allowed, and Requisites given for the full amount PAID.

228. The Patron or Manager should not sign any Application for Books, Requisites, or Apparatus, without first ascertaining that they are actually wanted for the school for which the application is made.

229. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which School the Books, &c., are required; and if for both, two forms should be used.

230. Parcels will be forwarded, carriage free, to any Railway, Steam Tram, or Canal Station in Ireland, also to

| | | | | |
|---------------|------------------|--------------|-------------------|--------------|
| Achill Sound. | Castletown Bere. | Falcarragh. | Killyserf. | Recess. |
| Adlara. | Clifden. | Glenties. | Midtown (Tuam). | Reundicore. |
| Ballisboro'. | Creslough. | Glengariff. | Moycullen. | Sneem. |
| Ballinrobe. | Diagle. | Gila (Link.) | Main Cross Roads. | Swinsford. |
| Belmullet. | Donegal. | Kenmare. | Muhanny. | Tourmakeady. |
| Caheriveen. | Dugort. | Killybegs. | Newport (Maye). | |
| Caherdaniel. | Dunshaughy. | Kilrush. | Oughlaun. | |

231. The parcels will also be sent, at Manager's desire, by any other Conveyance, as Boat, Coach, &c., but at the Manager's own expense and risk.

232. They will be delivered free of charge at any address within the boundaries of the Cities of Dublin, Belfast, Limerick, Cork, and Waterford.

233. They will be delivered, when so desired, at the Education Office, between the hours of 10 and 4 o'clock, to a Carrier or Messenger from the Manager. The Manager must in this case send an Order on the Storekeeper for them.

234. An advice of the transmission of the Parcels will be sent to the Manager on the day of forwarding, and an Order on the Station Master for their delivery.

235. (*Omitted Rule.*)

236. The Commissioners do not supply Books, Requisites, or Apparatus to the public, or to Schools not connected with the Board of National Education.

237. The amount of each Invoice of Requisites must be inserted in the Daily Report Book of the School, and the Invoice itself be preserved for the examination of the Inspector, who will be required to report whether the Articles in the School correspond with the Invoice, and are in a good state of preservation.

GENERAL INSTRUCTIONS TO MANAGERS AND CORRESPONDENTS.

238. Persons desirous of obtaining aid from the Commissioners of National Education towards the support of a School, will, upon intimating to the Secretaries their desire, be furnished with the Forms upon which

their application must be laid before the Commissioners; and, as a general rule, grants of salary, &c., made thereon cannot commence from an earlier date than the *first of the month* in which such Application Forms are returned to the Office.

239. Applicants for aid are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing Regulations, nor can they grant any aid unless they have sufficient funds for the purpose. (Rule 131.)

240. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

241. The Managers of National Schools are required to comply with the following Regulations respecting the payment of Salaries, Gratuities, &c., to Teachers, as the Lords of Her Majesty's Treasury and the Comptroller and Auditor-General will not sanction any payments which are not in accordance with these Rules:—

- (a) The Quarterly Returns furnished in connexion with the claims for payment of salaries, must be examined and checked by the local Manager, and the Certificate printed at foot of such Returns must be signed by him without alteration.
- (b) If a Manager finds it necessary to be absent from the locality at the close of the Quarter, some suitable person resident in the locality should, previously to his leaving, be nominated for the approval of the Commissioners as "*Manager pro tem.*" Otherwise, delay in the payment of the salaries or results fees may take place.
- (c) Where payment of Teachers' claims would otherwise be delayed owing to the illness, death, or removal of the recognised Manager, or to other exceptional causes, the amounts due may, in such cases, be paid through the District Inspector, or through any respectable resident, approved by the Board, who will undertake to certify and sign the usual Returns to be furnished for the school.
- (d) Every claim for Salary must be signed by the Teacher who is to receive the amount therein specified, and unless under exceptional circumstances must also be certified by the Manager of the School.
- (e) Whenever a Manager advances money to a Teacher on account of Salary payable by the Commissioners of National Education, he should take a Receipt for the same (stamped if the amount be £2 or upwards), stating that it is on account of such Salary, in order to have a proper Voucher to produce to the Education Office for repayment.
- (f) If a Teacher leave a National School, and authorize the Manager or some other person to receive payment of money accruing to him from the Board, such authority must be given in writing, or the amount will not be paid.
- (g) Teachers newly appointed, receive salary only from the date of commencing duty. (*See Rule 163 d.*)

242. If a Teacher die intestate, or if letters of administration be not taken out, payment will be made to the next-of-kin on making a declaration before a magistrate or clergyman, who is not the manager of the school where the money was earned, according to a form that

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will be supplied to the applicant, that he or she is the next-of-kin, and is entitled to receive any balance of pay awarded to the deceased, and further, that the total value of the assets of the deceased does not exceed the value of one hundred pounds, and that the death-bed and funeral expenses of the deceased have been discharged.

243. (a.) The Commissioners, as a rule, will not *correspond* directly with Teachers of National Schools. (b.) Official forms, however, may be forwarded direct to Teachers from the Education Office.

244. (a.) Should a Teacher have any well-grounded cause of complaint against the Manager of the School, such Teacher may submit a statement of the case to the District Inspector, who, after due inquiry, if necessary, will refer it to the Board for consideration. (b.) Should any Teacher feel himself aggrieved by the conduct of the Inspector, he can make his appeal through the Manager of the School, and it will receive attention from the Commissioners; or (c.) if the matter of complaint should affect both the Manager and the District Inspector, the Teacher is then at liberty to submit his case in writing to the Commissioners, who will, if necessary, direct one of the Head Inspectors to examine into and report upon it, for the information of the Commissioners.

245. Under ordinary circumstances, no attention can be paid to "anonymous" communications.

246. Correspondents are requested to attend to the following directions, viz. :—

- (a.) To write at the head of any letter addressed to the Office, the Name and Roll Number of the School referred to, the District, and the County in which it is situated.
- (b.) To make communications on different subjects in separate letters.
- (c.) To state in every case the writer's Post Town; and in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and address in full.
- (d.) In replying to an Official letter, to quote its number and date.
- (e.) It is particularly requested that all letters may be written clearly, and on paper of Foolscap size, or, at least, large-sized letter-paper.
- (f.) Letters or other communications addressed to the Secretaries, on the business of the Board, need not be prepaid.
- (g.) All letters or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other Officer or person connected with the Board—such communications to be directed thus :—

The Secretaries,

Education Office,

Marlborough-street,

Dublin.

AID towards providing TEACHERS' RESIDENCES.

LOANS.

Loans for
Residences.
Vested and
Non-Vested
Schools.

(See Acts 38 & 39 Vic., ch. 82, 1875, and 47 & 48 Vic., ch. 45, 1884.)

Residences in connexion with Vested and Non-Vested National Schools.

247.—I. The Commissioners of Public Works, subject to such rules and regulations as may from time to time be made by the Lords Com-

missioners of Her Majesty's Treasury, may make loans in such cases as they may judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of any dwelling-house, for a residence for the teacher of a National school, provided that the amount of any such loan shall not exceed Two Hundred and Fifty Pounds.

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Rules and
Regulations
of Com-
missioners.

II. Every loan shall be repaid by the payment of an annual sum of Five Pounds for every One Hundred Pounds of such loan from time to time advanced, and so on in proportion for any less amount, and be payable for the term of Thirty-five years, to be computed from the date of the advance in respect of which the said annual sum shall be charged, such annual sum to be paid by equal half yearly payments, on the Fifth day of April and the Tenth day of October in every year during the said term of Thirty-five years; but it is also provided that the amount of such annual sum may, by agreement, be increased to such amount as will repay the sum so advanced sooner than the said period of Thirty-five years.

III. To secure the repayment of any such loan, the Commissioners of Public Works, if they deem it necessary, may require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of said Commissioners.

IV. The Commissioners of Public Works may insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby repayment of such loans shall be secured.

V. Mortgages, bonds, obligations, securities, contracts, and agreements in connexion with such loans, are exempt from stamp duty.

248. RULES and REGULATIONS for LOANS to provide TEACHERS' RESIDENCES.

1. The dwelling shall be exclusively employed for the accommodation of the principal teacher of a National school.

2. The dwelling shall not be situated more than a statute mile from the school of the teacher whom it is intended to accommodate.

3. The Commissioners of National Education, so long as the dwelling is in their judgment used *bona fide* as a residence for the principal teacher of a National school, conformably to the following Rule 4, and is in their judgment kept in suitable repair, will contribute half the annual instalment payable in re-imbursement of the loan advanced by the Commissioners of Public Works. The borrower will accordingly be required to pay to the Board of Public Works, on conditions being fulfilled, only a moiety of the rentcharge.

4. The teacher under no circumstances is to be charged a higher rent per annum than two and a-half per cent of the loan advanced by the Board of Works; but it is the earnest wish of the Commissioners of National Education, and it was their intention in promoting legislation on the subject, that the moiety locally payable in respect to the loan may be paid by the Manager of the school, or by the parties interested in the school, so as to secure a "Free Residence" for the teacher.

5. Application for a loan is to be made to the Commissioners of National Education on an application form. If the Commissioners of National Education deem the case satisfactory, they will refer it for investigation and completion to the Commissioners of Public Works.

Regula-
tions as to
Loans for
Residences.

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sioners.

6. The Commissioners of National Education will not be prepared to sanction any dwelling as a teacher's residence which shall not comprise at least one sitting room, three bed-rooms, a kitchen, and the usual out-offices.

7. Every application must be accompanied by an Ordnance sheet* (6-inch scale), showing by distinctive colouring the intended site, and also the lands or premises which are to form the security for the loan required, and by a map or diagram showing the position of the site with reference to the school-house with which the residence is to be connected.

8. Applicants may adopt the plans which have been prepared by the Board of Works,† and approved by the Board of National Education; or they may submit their own designs, together with specification and estimate, for approval. The official plans can be obtained by application to the Secretaries, Education Office.

9. When an existing building is proposed to be altered and adapted to the purpose of a teacher's residence, plans of the proposed alterations, with specification and estimate, will, in like manner, be required to be submitted for approval before a loan can be sanctioned.

10. The quality of all work and materials used in the buildings will be required to be sound, good, and durable.

11. The works will be required, if possible, to be carried out under contract, and strictly according to the plans and specifications which have been approved and deposited with the Commissioners of Public Works.

12. The buildings will be required during the period over which the repayment of loans is extended to be kept in good and sufficient repair, and a guarantee given to that effect; and they will be required to be open at all times to the inspection of the officers of the Commissioners of Public Works, or those of the Commissioners of National Education.

13. The Lords of Her Majesty's Treasury decline to sanction loans for the purchase of houses already occupied as teachers' residences, but they sanction loans for the enlargement and structural improvement of such houses on the same footing as new residences, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

14. The Commissioners of Public Works are prepared to make loans on the above conditions, to provide teachers' residences in connexion with all National schools; but in the case of vested National Schools the site for the proposed residence must be distinct from the ground leased for the school premises, so as to be legally chargeable as security for the loan.

GRANTS.

Residences in connexion with Vested National Schools (only).

Grants for
Residences.

249. The Commissioners of National Education will be prepared to make Grants towards the cost of erection, or for the enlargement, structural improvement, or purchase of dwelling-houses for residences for the teachers of all Vested National Schools on the following conditions, viz. :—

I. The site must be demised free of rent, or at a nominal rent, for a term of at least 61 years, or for 3 lives and 31 years concurrent; and must not be distant more than one statute mile from the school.

* Ordnance Sheets can be obtained from Messrs. Thom & Co. (Limited), Abbey-street, Dublin—Price 2s. 4d.; or from Messrs. Hedges and Figgis, Grafton-street.

† The Board of Works have prepared three designs for teachers' residences, of which the following are the respective estimates :—

| | | | | |
|---------------|---|---|---|-------|
| Design No. 1, | . | . | . | £250. |
| " 2, | . | . | . | £225. |
| " 3, | . | . | . | £900. |

II. The grant may be for half the cost of the erection, improvement, or purchase of the dwelling-house, provided such moiety shall not exceed the sum of £100. In case the whole amount should exceed £200, the excess must be borne by the applicant.

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III. In all cases where it is proposed to erect or improve dwellings, the plans, specification, and estimate of the proposed works must be forwarded with the application for a grant to the Commissioners of National Education, who, if approving of the plans, will forward them with their approval to the Commissioners of Public Works. The Commissioners of Public Works are required to object to particulars showing bad construction, or unnecessary cost, or insufficient light, drainage, or ventilation. Applicants for grants may adopt the plans which have been prepared by the Commissioners of Public Works, and approved by the Commissioners of National Education,* or they may submit their own designs.

IV. The Commissioners of Public Works on examination of the plans, specification, and estimate for such works, and approval thereof, will determine the value of the work and the amount of the grant which can be made in respect thereof, and communicate that amount to the Commissioners of National Education; and on the due completion of the residence will pay the stipulated sum. In like manner where it is proposed to purchase a building, the Commissioners of Public Works will determine its suitability and value.

V. The residence shall be exclusively employed for the occupation and use of the principal teacher actually for the time being in charge of the National school in connexion with which it has been erected, and shall be rent free to such teacher.

VI. If a teacher's residence is to be built on ground already vested for National school purposes, a grant of one-half the cost (up to £100) is the only form of aid available, and the Commissioners must be satisfied with the tenure.

Works to be done at Teacher's Expense.

N.B.—The Commissioners expect that all teachers will have done at their own expense the following, viz.:—Limewashing; cleaning and repairing glass; cleaning privies and ashpits; gravelling yards and walks, and keeping surface channels in order; sweeping chimneys; making good damage arising from carelessness or neglect; maintaining fences and gates, except damages from lapse of time;—and in cases of residences built by grants for teachers of National schools vested in the Board of National Education or in trustees, the Commissioners will inflict such penalty as they may deem adequate, if the teacher fails to fulfil these conditions.

*Repairs,
&c., of
Residences.*

Aid towards providing Non-vested National Schools and Training Colleges.

LOANS.

250. The Act, 47 and 48 Vic., cap. 22, 1884, provides that:—

The Commissioners of Public Works subject to such rules and regulations as may from time to time be made by the Lords Commissioners

*Loans for
Schools and
Colleges.*

* See note (†) page 46.

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—
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sioners.

of Her Majesty's Treasury, may make loans in such cases as they judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of a house to be used as a Non-Vested National School or as a Training College; or in the enlargement or structural improvement of any existing Non-Vested National School, or Training College; or in the acquisition or improvement of a farm not exceeding twenty-five acres in extent, connected with a Non-Vested National School or Training College, to be used for the purpose of agricultural instruction; or for the purpose of discharging any debt due and incurred before the 19th day of May, 1884, in the erection, enlargement, structural improvement, or purchase of a house to be used as a Training College.

Such loans shall only be made on the recommendation of the Commissioners of National Education.

When any loan is made under this Act the Commissioners of Public Works may, from time to time, if they think fit, insure against damage by fire all buildings charged with the repayment of such loan in such Insurance Office and for such sum as the Commissioners think fit, and all premiums paid on account of such insurance shall be deemed to be included in every charge and security whereby the repayment of such loan is secured, and shall be forthwith recoverable in like manner as any instalment of the rentcharge payable in respect of such loan.

Every loan which shall be made under the provisions of the Act shall be repaid by the payment to Her Majesty of an annual rentcharge at the rate of five pounds for every hundred pounds advanced on account thereof, and so on in proportion for any less amount, and such rentcharge shall be payable for the term of thirty-five years; and all lands on which any house, or building, may stand which is erected, enlarged, improved, or purchased wholly or partly by means of a loan under this Act, and any such house or building, and any other land acquired or improved, wholly or partly, by means of a loan under this Act, shall be charged with the payment of such loan; and so far as is consistent with this Act, all the provisions of the Landed Property Improvement (Ireland) Acts relating to loans, and the priority, repayment, and recovery of such loans and otherwise, shall apply to loans made under this Act; and the priority, repayment, and recovery of such loans, and otherwise, in relation thereto, and the said Acts and this Act shall be read together and construed as one, save so far as this Act may be inconsistent with those Acts, or any of them.

To secure the repayment of any such loan, the Commissioners of Public Works may further, if they think fit, for the purpose of securing the repayment of a loan under this Act, take the security of at least three persons, of whose sufficiency and solvency the said Commissioners are satisfied, such security to be subject to such conditions as the said Commissioners think proper.

RULES AND REGULATIONS FOR LOANS UNDER THE ACT FOR NON-VESTED SCHOOLS.

1. Applications for loans are to be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans shall only be made on the recommendation of the Commissioners of National Education.

2. Every application must be accompanied by an Ordnance Sheet *Appendix B* (6-inch scale*), showing by distinctive colouring the site, or intended site, of the school, and also the lands or premises which are to form the security for the loan required; and, in cases where it is proposed to acquire a farm in connexion with a non-vested school, full information must be furnished as to the tenure, liabilities, and amount of purchase-money. Rules and Regulations of Commissioners.

3. Applicants may adopt the plans† for the erection of a school which have been prepared by the Commissioners of Public Works and approved by the Commissioners of National Education, or they may submit their own designs, together with specification and estimate for approval. These official plans can be obtained by application to the Secretary, Office of Public Works, Custom House, Dublin.

4. When an existing building is proposed to be altered and adapted to the purpose of a National school, plans of the proposed alterations, with specification and estimate, must, in like manner, be submitted for approval before a loan can be sanctioned.

5. The estimates given at page 3 include the cost of partition wall between the playground and the out-offices, but not the boundary fences and entrance gate, which must be specially estimated in each case.

The loans will not be extended to cover the cost of ornamental work or materials, without the special sanction of the Commissioners of Public Works.

LOANS FOR TRAINING COLLEGES.

6. (a.) Applications for loans are to be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans shall only be made on the recommendation of the Commissioners of National Education.

(b.) In all cases where loans are sought for the erection of new buildings, or for the enlargement or structural improvement of existing buildings, the application must be accompanied by plans, specification, and estimate of the proposed works, and, in all cases where it is proposed to acquire a farm in connexion with a Training College, full information must be furnished as to the tenure, liabilities, and amount of purchase-money.

7. The Commissioners of National Education will not be prepared to sanction a loan for the building or improvement of any Training College that does not provide suitable accommodation, in respect of lecture halls, class-rooms, refectory, dormitories, lavatories, &c., with suitable exercise ground, and all necessary sanitary arrangements.

8. Every application must be accompanied by an Ordnance sheet (6-inch scale*) showing by distinctive colouring the site, or intended site, of the Training College, and also the lands or premises which are to form the security for the loan required.

Investigation as to sufficiency of plans, specification, and estimates for Non-Vested Schoolhouses or Training Colleges; security for repayment and mode of issuing loans sanctioned under the provisions of the Act:—

9. (a.) If the Commissioners of National Education consider an application for a loan made in accordance with the foregoing instructions to be satisfactory, they will refer it for investigation and completion to the Commissioners of Public Works. The Lords Commissioners of Her Majesty's Treasury decline to sanction loans for the purchase or acquisition of premises or lands, already occupied for purposes of National Schools,

* Where premises are situated in towns the Ordnance sheet of the largest scale that can be procured, is to be forwarded with the application. Ordnance Sheets can be obtained at Messrs. Thom & Co. (Limited), 87, Abbey-street, and Messrs. Hodges and Figgis, 104, Grafton-street, Dublin.

† See Rule 17, page 8.

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sioners.

Training Colleges, or Farms in connexion with same, but they will sanction loans for enlargement and structural improvement of National Schools or Training Colleges, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

(b.) Save as noted below, no loan can be made for the purpose of discharging any debt unless the sanction of the Treasury to such loan was obtained before the debt was incurred.*

(c.) Applicants are accordingly cautioned against proceeding with buildings, or incurring liabilities in connexion with this Act, until they receive authority from the Commissioners of Public Works.

(d.) To secure the repayment of any loan made under the provisions of this Act, the Commissioners of Public Works, if they deem it necessary, will require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Commissioners.

10. When the necessary information has been obtained by the Commissioners of Public Works, they will, on being satisfied with the plans, specification, and estimate, give public notice that the applicant has applied for a loan for the purpose stated, and take such further steps as may be necessary under the provisions of the Land Improvement Acts,† and when the loan has been sanctioned by the Lords Commissioners of Her Majesty's Treasury, and the Order for it shall have been duly registered and the Bond perfected, the Commissioners will authorize the applicant to proceed with the works.

11. The amount of the loan sanctioned will be issued in instalments as the works progress, on the certificate of the architect of the Commissioners of Public Works, a balance, however, being retained sufficient to cover the cost of completing the work.

12. The Commissioners of Public Works will insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby the repayment of such loan shall be secured, and shall be recoverable in like manner as any instalment of the rentcharge payable in respect of such loan.

13. The buildings will, in all cases, be required to be kept in good and sufficient repair during the period over which the repayment of the loan is extended, and a guarantee must be given to that effect; and the buildings must be open at all reasonable times to the inspection of the officers of the Commissioners of Public Works and those of the Commissioners of National Education.

14. If any non-vested National School or Training College, or Farm in connexion with same, established by loan under the provisions of this Act, ceases to be used as a non-vested National School or Training College, the Commissioners of Public Works reserve to themselves the power of calling in any portion of such loan that may be outstanding.

JOHN E. SHERIDAN, } Secretaries.
J. C. TAYLOR, }

Office of National Education,
Marlborough-street, Dublin,

June, 1890.

* A loan may, however, be made for the purpose of discharging any debt due and incurred before the 19th May, 1884, in the erection, enlargement, structural improvement, or purchase of a house to be used as a Training College, provided the purposes to which the amounts so raised have been applied are such as would warrant a loan of the same amount had these Rules been otherwise complied with.

† The provisions of the Land Improvement Acts apply to all loans made under the Act.

APPENDIX TO RULES AND REGULATIONS

OF THE

COMMISSIONERS OF NATIONAL EDUCATION.

I.

INSPECTORS OF NATIONAL SCHOOLS.

PROGRAMME OF EXAMINATION

OF

CANDIDATES for ADMISSION to the OFFICE of INSPECTOR of
National Schools.

1890.

In the case of Examinations held previously to 1st March, 1891,
Candidates will be examined according to the Programme published
in the edition of the Rules issued in 1887.

OBLIGATORY SUBJECTS.

| OBLIGATORY SUBJECTS. | | | | | | Marks |
|--|--|--|--|--|--|-------|
| I. ENGLISH :— | | | | | | |
| Penmanship, | | | | | | 100 |
| Orthography, | | | | | | 100 |
| English Composition, | | | | | | 300 |
| Grammar and Language, | | | | | | 300 |
| Precis, | | | | | | 200 |
| | | | | | | 1,000 |
| II. SCHOOL ORGANIZATION :— | | | | | | |
| Joyce's Handbook of School Management, and Froebel's Kindergarten, | | | | | | 400 |
| III. INTRODUCTION TO PRACTICAL FARMING, | | | | | | 300 |
| IV. HULLAH'S MANUAL OF VOCAL MUSIC, OR TONIC SOL FA SYSTEM, | | | | | | 200 |
| V. GEOGRAPHY :— | | | | | | |
| Sullivan's "Geography Generalized," | | | | | | 500 |
| VI. HISTORY :— | | | | | | |
| English, | | | | | | } 600 |
| Greece (Smith's), | | | | | | |
| Rome (Liddell's), | | | | | | |
| VII. ELEMENTARY MATHEMATICS :— | | | | | | |
| Arithmetic, | | | | | | 500 |
| Euclid, 1st, 2nd, 3rd, 4th, and 6th Books, and Mensuration, | | | | | | 400 |
| Algebra, including Quadratic Equations, | | | | | | 400 |
| Trigonometry, including Solution of Plane Triangles only, | | | | | | 400 |
| | | | | | | 1,700 |
| VIII. MECHANICS :— | | | | | | |
| With any two of the following subjects :—Chemistry, Hydrostatics, Pneumatics, Optics, Heat, Electricity, Botany, | | | | | | 600 |
| IX. LANGUAGES* :— | | | | | | |
| (1) LATIN :— | | | | | | |
| Livy—Books I, II, and III. Sallust. Virgil—Books I, II, and III. of <i>Æneid</i> . Horace—The Odes only, not to include their metrical construction, | | | | | | 500 |
| (2) GREEK :— | | | | | | |
| Xenophon—Books I and II. of <i>Anabasis</i> , Books I and XXI. of the <i>Iliad</i> and Book I. of Herodotus, } | | | | | | 500 |
| (3) FRENCH, Translation. Composition. Oral Questions, | | | | | | 500 |
| (4) GERMAN, do., do., do., | | | | | | 500 |

OPTIONAL SUBJECTS.

Not more than three of the following languages may be taken.

| | | | | | |
|--------------------------------|--|------|------|---|-----|
| (1) LATIN, an extended Course, | . | . | . | . | 250 |
| (2) GREEK, do., | . | . | . | . | 250 |
| (3) FRENCH, do., | including a speaking knowledge of the language, | | | | 250 |
| (4) GERMAN, do., | do., | do., | do., | . | 250 |
| (5) ITALIAN, do., | do., | do., | do., | . | 500 |
| (6) IRISH, do., | do., | do., | do., | . | 500 |

* A Candidate may take any three of the four languages in Section IX., but must take,
at least, two of them.

Appendix B.
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Regulations
of Commis-
sioners.

| Appendix B. Rules and Regulations of Commis- sioners. | X. POLITICAL ECONOMY:— | Marks. |
|---|---|--------|
| | Adam Smith's <i>Wealth of Nations</i> , Books I., II., III., and V., with either of the following:—J. S. Mill, Books I., II., III., and V., or Fawcett's <i>Mammal</i> , Book I., Book II., Chapters 3, 4, 5, Book III., Chapters 1, 2, 5, 6, and 8, | 300 |
| | XI. HIGHER MATHEMATICS:— | |
| | Spherical Trigonometry, Elements of Differential and Integral Calculus, and Mechanics, | 600 |
| | XII. ENGLISH LITERATURE, | 500 |
| | Literature to consist of Bacon's <i>Essays</i> . Some of Edmund Burke's works— <i>Vindication of Natural Society</i> , <i>On the Sublime and Beautiful</i> , and <i>Thoughts on French Affairs</i> . Macaulay's— <i>Essays on William Pitt, Earl of Chatham</i> , and <i>Life and Writings of Addison</i> . Shakespeare's— <i>King Lear</i> and the <i>Merchant of Venice</i> . Milton's— <i>Sonnets</i> , <i>L'Allegro</i> , <i>Il Penseroso</i> , <i>Lycidas</i> , and Books I. and II. of <i>Paradise Lost</i> . | |
| | * The <i>Essays</i> , <i>Plays</i> , and <i>Poems</i> may be changed from year to year. | |
| | XIII. LOGIC:— | |
| | Jevons's <i>Elementary Lessons on Logic</i> ; and Whately's <i>Easy Lessons on Reasoning</i> , | 300 |

The Commissioners of National Education nominate the candidates who are to compete for the situation of Inspector.

Candidates are not nominated until a vacancy occurs. The occurrence of a vacancy is notified in the *Dublin Gazette*.

Candidates must be at least twenty-three years of age, and not more than thirty-four, except in the case of National Teachers and Inspectors' Assistants eligible to compete, who are admissible up to thirty-nine years of age.

Previously to obtaining a nomination the candidate must present himself before the Resident Commissioner, or one of the Secretaries, and, if successful at the Examination, must produce satisfactory evidence of age, of sound sight, of general good health, and of moral character and of regular habits.

A Fee of 2s will be charged by the Civil Service Commissioners to each Candidate undergoing this Examination.

The successful candidate will, at the end of a period not less than six months from the date of entering on his duties as Inspector on probation, be required to examine, to the satisfaction of the Commissioners, teachers and pupils in the subjects prescribed for their examination in the several programmes.

II.

PROGRAMME OF EXAMINATION FOR INSPECTORS' ASSISTANTS.

| | Marks |
|--|-------|
| A. Penmanship, | 100 |
| Orthography, | 100 |
| Precis, | 200 |
| English Composition, | 200 |
| Grammar, | 200 |
| Literature, as contained in the Commissioners' Lesson Books, | 200 |
| Vocal Music, Hallé's Manual, or Tonic Sol Fa System, | 200 |
| Introduction to Practical Farming, | 200 |
| B. Geography: Sullivan's Geography Generalized, including chapters on History, | 400 |
| C. Elementary Mathematics:— | |
| Arithmetic, | 400 |
| Euclid, 1st, 2nd, 3rd, 4th, and 6th Books, and Mensuration, | 400 |
| Algebra, including Quadratic Equations, | 400 |
| Trigonometry, to solution of Plane Triangles (inclusive), | 400 |
| D. MECHANICS:— | |
| With any two of the following subjects:—Chemistry, Hydrostatics, Pneumatics, Optics, Heat, Electricity, Botany, | 500 |
| E. Joyce's Handbook of School Management, and Froebel's Kindergarten, | 400 |
| F. Any one or two of the following languages:— | |
| Latin, Greek, French, Irish, German (same courses for the foregoing as for Teachers seeking certificates of competency to teach these languages, §vii., page 55), Italian, } (Optional), 200 marks for each. | |

Candidates will be selected, as a rule, from First Class Trained Teachers, and must be 25 and not more than 39 years of age.

III.

CONDITIONS of APPOINTMENT of NATIONAL SCHOOLMASTERS to INSPECTORSHIPS.

1. Masters of National schools and Model schools will be entitled to obtain nominations to compete for Inspectorships on the following conditions:—

- (a.) The candidate shall not be over thirty-nine years of age.
- (b.) The reports received from the Inspectors upon his school must have been satisfactory.
- (c.) The Head and District Inspectors must jointly certify that the candidate's application to study, when preparing himself to compete for an Inspectorship, had not interfered with an efficient discharge of his duty to his scholars.
- (d.) The Head and District Inspectors must also certify that the candidate's health, habits, disposition, and power of work, fit him for the office of Inspector.

2. A Master who desires to obtain a nomination must apply through his Manager to the Secretaries of the Board. If the conditions (a), (b), (c), and (d) be satisfactory, an intimation will be made to his Manager as to the time and place of examination. If any of the certificates be unsatisfactory, the Manager will be informed that he cannot obtain a nomination.

3. If a Master fail on his first competition to win an appointment, he will be entitled to a second nomination should his first examination indicate merit, provided he fulfil the conditions (a), (b), (c), (d), in the same manner as if the new nomination were a nomination in the first instance.

A third nomination will not be given to any candidate.

IV.

ORGANIZING TEACHERS.

The Commissioners appoint certain teachers, whose office is to under take the organization of large and important schools and to prepare the teaching staff of such schools for the better discharge of their duties.

V.

TEACHERSHIPS of MODEL SCHOOLS under the direct management of the BOARD of NATIONAL EDUCATION.

PROVISIONS of COMPETITIVE EXAMINATION.

The Commissioners of National Education have decided that all appointments to teacherships in the Model schools under the direct management of the Board, shall be determined by competition, on the following conditions:—

HEAD TEACHERSHIPS.

1. The maximum age for Candidate Masters to be forty-five, and for Candidate Mistresses thirty-five years.

Appendix B.
Rules and Regulations of Commissioners.

2. No teacher to be eligible for candidature—

- (a.) Who, as a rule, has not been trained in a recognized Training College;
- (b.) Who is under Second division of First class;
- (c.) On whose school (or division of a school, if only an assistant) the reports of the Inspectors for the previous three years are not satisfactory;
- (d.) Or who fails to obtain a favourable report from the Head Inspector.

3. For every year of satisfactory service after the first three years of service, ten marks for good service will be given. The highest marks, however, available for good service will be 100, to obtain which a candidate must, accordingly, have served for thirteen years.

4. The examination will be a written one.

5. The questions for candidate Head Teachers will be the same as those for first division of first class, with the addition of Reasoning (for males). No Candidate can be appointed unless upon creditable answering.

ASSISTANTSHIPS.

6. The maximum age for Candidate Assistant Masters to be thirty-five and for Candidate Assistant Mistresses, thirty years.

7. In the case of Candidates for Assistantships no limitation as to classification is prescribed, but, as a rule, every Candidate must have been trained in a recognised Training College.

8. If Candidates for an Assistantship be teachers or assistant teachers in ordinary National schools, the reports as to their efficiency for the previous three years must have been satisfactory.

9. The marks for good service will be determined as follows:—For every year of satisfactory service, commencing with the first appointment of the candidate to the principalship or assistantship of a National school, ten marks will be given. The highest marks, however, available for "Good Service" will be 100, to obtain which a Candidate Assistant must, accordingly, have satisfactorily served ten years.

10. The Questions for candidate assistants will be of the second class, with the addition of Reasoning (for Males), History, and Composition. No Candidate can be appointed unless upon creditable answering.

GENERAL REGULATIONS.

11. The Inspectors are to notify this arrangement to the teachers whom they consider eligible upon the general conditions already laid down.

12. When the Inspector receives the applications of candidates, he will furnish in due course a list of their names, &c., to the Education Office.

13. The examination will be held at the ordinary annual examination each year.

14. A return of the answering of the several candidates will be presented to the Board as soon as possible after the occurrence of the examination.

15. The candidate obtaining the highest number of marks will be appointed to the first vacancy, if of the religious denomination appointed for the vacancy; and vacancies occurring subsequently throughout the year, will be filled up by the appointment of the candidates next, under like condition, in order of merit.

16. The Commissioners reserve to themselves the right of dispensing with the services or of causing transfers of head teachers or assistant teachers of Model schools from one Model school to another.

VI.

PROGRAMME OF EXAMINATIONS FOR TEACHERS.

Appendix B.
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sioners.

This Programme, so far as it differs from that in force last year, will not take effect until the Examinations of 1891, except as regards the English Literature for First Class, viz.: *As You Like It*.

Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study in which is stated the minimum of proficiency required for each class. The questions, except on Classics, French, German, Irish, Botany and Drawing will be such that they may be answered from the books on the Board's list.

THIRD CLASS TEACHERS.

Candidates for third class must be prepared for examination in the following subjects:—

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Reading and Explanation, and subject-matter of the Lesson Books. 2. Spelling and Spelling Book Superseded. 3. Penmanship. 4. English Grammar, including Parsing and Derivations, and Composition. 5. Geography and Outline Maps. 6. Arithmetic.* 7. Geometry and Mensuration for males (optional for females). | <ol style="list-style-type: none"> 8. Algebra for males (optional for females). 9. Agriculture for males (optional for females). 10. Book-keeping for males (optional for females). 11. { Plain Sewing, Kilt- ting, Cutting Out, and Dressmaking, } for females. 12. Methods of Teaching, School Organization, &c. |
|---|---|

In preparing for this examination, Candidates—

(1.) Should endeavour to acquire a pleasing and intelligent style of reading, both prose and poetry; and a thorough acquaintance with the subject-matter of all the Lesson Books.

(2.) Should be expert in writing from dictation, and should make themselves thoroughly acquainted with the Spelling Book Superseded.

(3.) Should be able to write a good hand.

They should also be well acquainted—

(4.) With the English Grammars on Board's list, and with the principal roots, prefixes, and affixes employed in forming derivative words, and should also be able to write with correct grammar and composition a simple letter on any suggested subject.

(5.) With the maps of the World, the Continents, England, Ireland, and Scotland; with so much of the Geography as relates to these maps; with the Geography Generalized to end of Chapter VIII., omitting Chapter V., and be able to draw from memory an outline map of Ireland, and fill in the principal places and features.

(6.) With the rules of mental calculation; and be able to work on paper questions on any rule of arithmetic.

(7.) With the First and Second Books of Euclid's Elements, and with the corollaries in Casey's edition. The Mensuration of Surfaces.

(8.) With the elementary rules of Algebra, Fractions, Extraction of Square Root, Greatest Common Measure, Least Common Multiple, the solution of Simple Equations, and easy Quadratic Equations.

(9.) With the Introduction to Practical Farming.

(10.) With the Board's Treatise on Book-keeping.

(11.) Female candidates should be proficient in plain sewing, knitting, and shirtmaking, and be able to cut out and make any article of a female's ordinary apparel.

(12.) With Joyce's Hand-book of School Management; the method of keeping the school accounts; and the Rules and Regulations of the Commissioners.

* Female teachers will not be examined in Evolution, Progression, Series, Fellowship, Exchange, Logarithms; and male candidates for second or third class will not be examined in Logarithms.

Appendix B.

SECOND CLASS TEACHERS.

Rules and
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of Commis-
sioners.

Candidates for second class must be prepared for examination in the following subjects :—

- | | |
|---|---|
| 1. Spelling and Spelling Book Superseded. | 8. Mechanics for males (optional for females.) |
| 2. Grammar and Composition. | 9. Book-keeping. |
| 3. Lesson Books. | 10. Agriculture for males (optional for females.) |
| 4. Geography. | 11. Methods of Teaching and School Organization. |
| 5. Arithmetic.* | |
| 6. Geometry and Mensuration for males (optional for females.) | |
| 7. Algebra for males (optional for females.) | |

For the purposes of this examination, Candidates—

- (1.) Should be well acquainted with the Spelling Book Superseded.
- (2.) The Lesson Books; and
- (3.) The English Grammars on the Board's list, and English Composition; and with
- (4.) Geography, including the first ten chapters of the Geography Generalized, and outline maps of England, Ireland, Scotland, and the Continents.
- (5.) The Principles and Practice of Arithmetic.*
- (6.) First, Second, and Third Books of Euclid, with the corollaries and the exercises immediately following the several propositions of Book I., Casey's Edition. Mensuration of Surfaces.
- (7.) The solution of Quadratic Equations, in addition to course prescribed for Third Class Teachers.
- (8.) Elementary Mechanics, viz. :—Velocity and acceleration. Relations between space, time, velocity, and acceleration. Falling bodies. Composition and resolution of velocities. Force and its measurement. Inertia. Relations between force, mass, and acceleration. Momentum. Atwood's Machine. Composition and resolution of forces acting on a particle. Like parallel forces. Easy questions on centre of gravity. The simple machines.
- (9.) The Board's Treatise on Book-keeping.
- (10.) The Agricultural Class Book.
- (11.) Joyce's Handbook of School Management; the Method of Keeping the School Accounts; and the Rules and Regulations of the Commissioners.

FIRST CLASS TEACHERS.

Candidates for first class must be prepared for examination in the following subjects :—

- | | |
|---|---|
| 1. Grammar. | 8. Algebra for males (optional for females.) |
| 2. Composition. | 9. Trigonometry for males (optional for females.) |
| 3. Geography. | 10. Natural Philosophy or Languages for males (optional for females.) |
| 4. History. | 11. Methods of Teaching, School Organization, &c. |
| 5. English Literature. | |
| 6. Arithmetic.* | |
| 7. Geometry and Mensuration for males (optional for females.) | |

Candidates must be well prepared in the following :—

- (1.) The English Grammars on the Board's list.
- (2.) English Composition.
- (3.) The entire of the Geography Generalized.
- (4.) History, so far as contained in the Lesson Books; and the Treatises on Geography on Board's list.
- (5.) A selected portion of English Literature, which may be altered from year to year. For the examination of 1890, *As You Like It*; for 1891, *The Tempest*; and for 1892, *King John*. An accurate critical knowledge of the pieces selected will be required.

* Female Teachers will not be examined in Evolution, Progression, Series, Fellowship, Exchange, Logarithms; and male candidates for second class will not be examined in Logarithms.

- (6.) The Principles and Practice of Arithmetic.

(7.) The First, Second, Third, Fourth, and Sixth Books of Euclid, and the definitions of the Fifth Book, with the Corollaries and the Exercises immediately following the several propositions of the Books specified (Casey's Edition). The Mensuration of surfaces and solids.

(8.) Algebra (to the extent taught in first nine chapters of Thomson's treatise).

(9.) Plane Trigonometry (the Board's Treatise).

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Rules and Regulations of Commissioners.

(10.) Any three of the following courses :—(a.) Mechanics ; (b.) Hydrostatics, Hydraulics, and Pneumatics ; (c.) Heat and the Steam Engine ; (d.) Light and Sound ; (e.) Magnetism and Electricity ; (f.) Inorganic Chemistry ; (g.) Organic Chemistry ; (h.) Agricultural Chemistry ; (i.) Botany ; (j.) Spherical Trigonometry ; (k.) Greek ; (l.) Latin ; (m.) French ; (n.) German ; (o.) Irish.

(11.) Joyce's Handbook of School Management; the Method of Keeping the School Accounts; and the Rules and Regulations of the Commissioners.

Teachers seeking promotion to the first division of first class (to which a special rate of salary is attached) will be examined on the above programme; but on a special set of questions.

VII.

The following are the programmes for Certificates of Competency to teach Greek, Latin, French, German, Irish, Vocal Music, and Drawing

I. GREEK :—

1. Grammar.
 2. Arnold's Greek Prose Composition, Part I.
 3. Leading Events of Grecian History.
 4. Xenophon's Anabasis, Book I.; Demosthenes, Philippics; Homer, Iliad, Book I.

II. LATIN :—

1. Grammar.
 2. Arnold's Latin Prose Composition, Part I.
 3. Leading Events of Roman History.
 4. Caesar, Gallic War, Books I. and II.; Livy, Book I.; Virgil, *Æneid*, Book II.

III. FRENCH :—

1. Grammar—French Exercises and Composition.
 2. Chambaud's Fables.
 3. Telemachus, Books I., II., and III.
 4. The *Athalie* of Racine.

IV. GERMAN :—

1. Grammar and Prose Composition.
 2. Hauff's *Märchen*.
Sybel's *Prinz Eugen von Savoyen*.
Schiller's *Wilhelm Tell*.

V. IRISH :—

1. Joyce's Grammar.
 2. To translate into Irish a short passage selected from the Third or Fourth National School Reading Book.

* Teachers' Classification Certificates are sufficient to warrant payment of Results Fees for each branch of the programme, except those branches specified at paragraph (10). To give instruction in these subjects special certificates of competency will be required. But see note xv. (c.), page 71.

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Appendix B.
 Rules and
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 of Commis-
 sioners

3. (a). The First, Second, and Third Irish Books (Society for the Preservation of the Irish Language). (b.) "Téridheacht Dhiarmuda agus Ghráinne," Part I. (Society for the Preservation of the Irish Language.) (c.) Keating's "Foras Feasa ar Éirinn," Book I., Part I. (Gaelic Union).

N.B.—Candidates will be expected to identify the places mentioned in the texts, to answer questions on the subject-matter, and to be acquainted with the literature of the texts so far as it is set forth in the notes and introductions contained in the Text-books.

VI. VOCAL MUSIC.—(a.) Hullah's Manual; or (b.) Tonic Sol Fa System*: requirements of the Elementary Certificate under the Tonic Sol Fa College, with easy passages in the Minor Mode; Musical Theory, Book I. (the paragraphs indicated for the Theory Honours of the Elementary Certificate); translation from the Tonic Sol Fa to Staff notation, and from the Staff notation to the Tonic Sol Fa, of a simple passage.

VII. DRAWING:—

1. Outline Drawing from the Flat.
2. Drawing from Objects in Outline. [Any common objects will be found useful for study, but the principles are best taught and learnt from Drawing models, consisting of geometrical and other solids.]
3. Practical Geometry, Plane and Solid, and the principles of Perspective.

In addition to the above, shading from flat examples, shading from the round, and painting in water colours, will be found valuable to the Teacher.

VIII.

† KINDERGARTEN SYSTEM.

PROGRAMME FOR TEACHERS.

1. To know the leading facts in the life of Froebel, and how he came to form Kindergartens.
2. To explain clearly Froebel's reasons for introducing each gift or occupation to young children.
3. To exhibit a clear comprehension of the fundamental principles recurring through the gifts, and their relation to each other.
4. To understand clearly the different lines and angles, and to show that this knowledge is absolutely necessary in order to carry out Froebel's ideas.
5. To take up any gift, and work out a lesson with a class.
6. To tell a simple story to a class, and lead the children to draw the proper lesson therefrom.
7. To be familiar with the little songs and games, and to be able to conduct a game.
8. To know the gymnastic exercises for infants thoroughly, and to go through any of the movements with children.
9. To give an object lesson on any subject chosen by the candidate herself.
10. To understand all the gifts, and to show specimens of the various occupations (including drawing copies) at examination.

* The examination for 1890 will be on the same programme as in 1889.

† A Certificate, satisfactory to the Commissioners, must be possessed by the teacher of Vocal Music or Kindergarten.

IX.

*HANDICRAFT.

PROGRAMME FOR MASTERS.

Students will be examined for Certificates—

- (a.) In Geometrical Drawing (Elementary).
- (b.) In Practical Geometry (Elementary), and in that portion of the Board's Treatise on Mensuration that deals with artificers' work.
- (c.) In Practical Handicraft, and knowledge of the materials and tools in common use, under the following heads :—

They will be required to be acquainted with the construction, peculiarities, and uses of the principal tools used in carpentry and joinery, and in any other handicrafts selected by the Candidate.

To be acquainted with the various kinds of nails and screws in common use, and to be expert in driving them.

To be acquainted with the chief technical terms used in the handicrafts selected by the Candidate. To be prepared to show intelligence and practical expertness in any five of the following (at the choice of the Candidate).

1. To prepare and use glue. To plane up the edges of two boards, and glue them together. To make a tenon and mortise joint. To make a simple dovetail joint.

2. To dowel two boards together, and strengthen them with glue. To rabbet and bead-mould two boards, and join them together, using ledger and either screws or nails.

3. To plane up, rabbet, and mitre-joint four pieces of wood, so as to form a frame for a tablet or picture.

4. To be acquainted with the several kinds of locks in common use, with their peculiarities. To put on a lock, using, if necessary, a board to represent door, box, &c. To take off an old lock. To take a lock asunder and put it together again.

5. To be acquainted with the several kinds of hinges in common use. To put on a hinge of any ordinary shape, using, if necessary, boards to represent door and jamb, box and lid, &c.

6. To be acquainted with the principal ways of scarfing and splicing. To splice any such thing as a broken broom-handle, rake handle, pointer, &c., securing the joint with screws or copper wire, or waxed cord. To make a half lap joint.

7. To cut out and make a rail for a clothes rack screwing on the hooks. To be acquainted with the different kinds of hooks. To know how to fasten up a rail to a wall by simple plaster-nailing as well as by plugging. To understand the construction of several forms of paling.

8. To know the composition of hard and soft putty. To be able to cut glass, using either a diamond or an American glass-cutter. To hack out a broken pane and put in a new one.

9. To have some knowledge of the ingredients of the most important paints. To mix paint of any ordinary colour, and to paint with it. To understand staining. To prepare a board for staining; to stain, size, and varnish it.

10. To understand the nature of soldering. To tin a soldering iron. To do any plain piece of soldering, such as fixing in the loose handle of a tin vessel, soldering together two pieces of tin, brass, &c. To do plain riveting.

11. To mount a map with linen, roller, &c. To mount a travelling map for the pocket. To know how to make paste.

12. To mend a break in any common article of furniture—a chair, a gate, a school-desk, &c. To make any small simple article—a stool, a little box for pencils, a nail box, a drawing board, &c.

* A Certificate of proficiency in Handicraft, satisfactory to the Commissioners, must be possessed by the Teacher of Handicraft.

Appendix B.
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X.

DAIRYING.

(See page 73).

XI.

MONITORS' PROGRAMME.

FIRST YEAR.

The ordinary programme of the class in which the monitor is enrolled as a pupil (including *Agriculture* and *Book-keeping* as *Obligatory* subjects for Male Monitors), and in addition the following special subjects:—

SPELLING.—Verbal distinctions, Classes I. and II.

LESSON BOOKS.—To recite correctly, and with taste, "My Birth day," and "An Elegy written in a Country Churchyard."

GRAMMAR.—Orthography, and Etymology of Nouns, Adjectives, and Pronouns. To write a simple letter in proper form on any ordinary subject selected by the Inspector.

METHODS OF TEACHING.—(a.) *Joyce's Handbook*, "Reminders for Monitors," and "How to teach First Lesson Book." (b.) To teach a *First Class* short prepared lessons on two subjects* selected by the teacher.

GEOMETRY (Males).—Definitions and thirty-two propositions of First Book of Euclid.

ALGEBRA (Males).—Definitions, Notation, Addition, and Subtraction.

MUSIC (OPTIONAL).—*Hullah*, to page 22.

DRAWING (OPTIONAL).—Advanced outline from the flat.

SECOND YEAR.

The ordinary programme of the class in which the monitor is enrolled as a pupil (including *Agriculture* and *Book-keeping* as *Obligatory* subjects for Male Monitors), and in addition the following special subjects:—

SPELLING.—Verbal distinctions, Classes III., IV., and V.

LESSON BOOKS.—To recite correctly, and with taste, "The Vanity of Human Wishes," "Charlemagne and the Bridge of Moon-beams," and "The Deserted Village," Part I.

GRAMMAR.—Orthography and Etymology.

METHODS OF TEACHING.—(a.) *Joyce's Handbook*, as before, with "Discipline, Order, Cleanliness," and "How to Teach Second and Succeeding Lesson Books." (b.) To teach a *Second Class* short prepared lessons on any two subjects* of the programme for the class, selected by the teacher.

GEOGRAPHY GENERALIZED.—Chapters I., II., and III.

GEOMETRY (Males).—Remainder of First Book of Euclid; MENSURATION.—Rectilinear Figures.

ALGEBRA (Males).—As before, with Multiplication and Division.

MUSIC (OPTIONAL).—*Hullah*, to page 70.

DRAWING (OPTIONAL).—Drawing from Objects in Outline.

THIRD YEAR.

The ordinary programme of the Sixth Class (including *Agriculture* and *Book-keeping* as *Obligatory* subjects for Male Monitors), and in addition the following special subjects:—

SPELLING.—The Rules of Spelling.

* The subjects selected for teaching should be varied from year to year.

LESSON BOOKS.—To know the subject-matter of the Reading Books up to the Fourth Book, inclusive. To recite correctly, and with taste and expression, "The Deserted Village," and the Ode "To a Skylark."

GRAMMAR.—As before, with Syntax.

GEOGRAPHY GENERALIZED.—First four chapters.

METHODS OF TEACHING.—(a.) *Joyce's* Hand-book, as before, with "How to Teach Writing, Spelling, Writing from Dictation, and Arithmetic." (b.) To teach a *Third Class* prepared lessons on any two subjects* of the programme for the class, selected by the teacher.

GEOMETRY (Males).—As before, with Exercises in Thompson (Part I.) thereon.

ALGEBRA (Males).—As before, with Extraction of Square Root and Fractions, and Solution of Easy Questions in Simple Equations.

MUSIC (OPTIONAL).—*Hullah*, to page 102.

DRAWING (OPTIONAL).—Practical Geometry, Plain and Solid.

FOURTH YEAR.

The ordinary programme of the Sixth Class (including *Agriculture* and *Book-keeping* as *Obligatory* subjects for Male Monitors), and in addition the following special subjects:—

SPELLING.—Spelling Book Superseded.

LESSON BOOKS.—To know the subject-matter of the Lesson Books to the Fifth Book inclusive, and to recite correctly, and with taste and expression, the "Essay on Criticism," Parts I. and II., and "The Isles of Greece."

GRAMMAR.—As before, with analysis of simple sentences, and common idioms.

GEOGRAPHY GENERALIZED.—First Four Chapters, and Chapter VI.

METHODS OF TEACHING.—(a.) *Joyce's* Hand-book, as before, with "English Grammar and Composition, and Geography." To teach a Fourth Class, from carefully prepared notes, lessons on any two subjects* of the Programme for the Class, selected by the Teacher.

GEOMETRY (Males).—As before. The Definitions and Eight Propositions of the Second Book of Euclid; MENSURATION of Plane Surfaces.

ALGEBRA (Males).—Fractions and Simple Equations.

MUSIC (OPTIONAL).—To teach a Lesson in Part I. of *Hullah* to Fifth and Sixth Classes.

DRAWING (OPTIONAL).—Perspective.

FIFTH YEAR.

(At the close of their Fifth Year Monitors will be examined in the Programme for Third Class Teachers. See page 53).

MUSIC AND DRAWING (OPTIONAL).—Same as for Teachers. See page 56.

XII.

PROGRAMME OF INSTRUCTION AND EXAMINATION FOR PUPILS OF NATIONAL SCHOOLS.

Pupils will be examined according to this Programme† in the case of all Results Examinations held on and after 1st March, 1891.

(Pupils can be examined only in the classes in which they are enrolled at the close of the Results period, but see note III. (c.), page 67.)

* The subjects selected for teaching should be varied from year to year.

† If there are Irish-speaking pupils in a school, the teacher, if acquainted with the Irish language, should, wherever practicable, employ the vernacular as an aid to the elucidation and acquisition of the English language.

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sioners.

INFANTS.

1.—Pupils apparently of too tender an age to be placed in First Class may be examined as Infants in a course of instruction suitable to their capacity, such course to be limited to the first and second sections of the First Book, with appropriate exercises.

FIRST CLASS.

1. READING.—To read correctly lessons in the First Book—Part II.
2. SPELLING.—(a.) To spell correctly the words arranged in columns at the head of the lessons in the First Book. (b.) To spell phrases or short sentences *selected from the lessons in the First Book*.
3. WRITING.—To copy in large hand or round hand, on slate or paper, at the option of the teacher, words or short sentences selected by the Inspector from the First Book, Part II., and written on the Black Board.
4. ARITHMETIC.—(a.) To read and set down numbers up to and *including* three places of figures. (b.) To know the Addition Table. (c.) To add on slate or blackboard three numbers, each not exceeding two places of figures.

SECOND CLASS.

1. READING.—(a.) To read correctly, and with due attention to pauses, the lessons in Second Book. (b.) To answer simple questions on the words and phrases of the lesson read. (c.) To repeat at least four of the pieces of poetry correctly.
2. SPELLING.—(a.) To spell orally the words arranged in columns at the head of the lessons in Second Book. (b.) To spell phrases or short sentences *selected from the lessons in Second Book*.
3. WRITING.—To exhibit in copy-books, as a rule, at least sixty pages of the *elementary numbers* of any approved series of copy-books, *written on sixty different days* since the preceding annual inspection—each page to be dated; and to write with fair imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.
4. ARITHMETIC.—(a.) To read and set down any number up to, and including, four places of figures. (b.) To know the Addition and Subtraction Tables. (c.) To work on slate exercises in Simple Addition of not more than five addends of three places each, and easy exercises in Simple Subtraction.
5. *NEEDLEWORK (Girls).—To hem, and to knit on two needles.

THIRD CLASS.

1. READING.—(a.) To read with ease and correctness the lessons of the Third Book. (b.) To answer simple questions on the words and phrases of the lesson read. (c.) To repeat correctly five of the pieces of poetry contained in Third Book.
2. SPELLING.—(a.) To write from dictation on slate or paper an easy sentence from the Third Book. (b.) To spell correctly the words arranged in columns at the head of the lessons.
3. WRITING.—To exhibit in copy-books, as a rule, at least *one hundred pages* in round hand or elementary small hand, *written on one hundred different days* since the preceding annual inspection—*each page to be signed and dated by the pupil*; and to write, with careful imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.

* N.B.—Whilst fees for needlework are payable in second and higher classes, still it is desirable that all girls in infant and first class should be taught needlework, so as to be prepared for the course prescribed for second class.

4. ARITHMETIC.—(a.) To read and set down any number up to, and including, six places of figures. (b.) To know the Multiplication and Pence Tables. (c.) To work on slate or paper sums in all the Simple Rules, and also sums in Addition of Money not exceeding five addends.
5. GRAMMAR.—To be well acquainted with the definitions of the Parts of Speech, and to distinguish the Parts of Speech in an ordinary sentence.
6. GEOGRAPHY.—To know the outlines and leading features of the Map of the World.
7. NEEDLEWORK (GIRLS).—Work of previous class, running, top-sewing. To knit, on four needles, a wristlet.

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FOURTH CLASS.

1. READING.—(a.) To read with ease and correctness the lessons of the Fourth Book. (b.) To be acquainted with the meanings of the words and phrases, and also with the subject-matter of the lesson read. (c.) To repeat six of the pieces of poetry in Fourth Book correctly.*
2. SPELLING.—(a.) To write from dictation on paper a passage of seven or eight lines selected from the Fourth Book. (b.) To spell correctly the words arranged in columns at the head of the lessons, and other words selected from the lessons.
3. WRITING.—To exhibit in copy books, as a rule, at least one hundred pages in fair small hand, written on one hundred different days since the preceding annual inspection—each page to be signed and dated by the pupil, and to be kept neat and free from blots; and to write, with careful imitation of the head-line, in presence of the Inspector, any one of those copies selected by him.
4. ARITHMETIC.—(a.) To know Numeration and Notation well, and all the more useful arithmetical tables. (b.) To perform mentally easy exercises in Addition and Subtraction; and to work on slate or paper, accurately and speedily, a sum of seven lines in Addition of Money. (c.) To work on paper questions in Reduction and Compound Rules of Money; and easy questions in Reduction of Common Weights and Measures.
5. GRAMMAR.—(a.) To be well acquainted with the definitions of the Parts of Speech, and to distinguish the Parts of Speech readily and intelligently in any ordinary sentence. (b.) To be well acquainted with the genders, numbers, and cases of nouns and pronouns, the comparison of adjectives, and the simple moods, tenses, &c., of verbs.
6. GEOGRAPHY.—(a.) To know the ordinary geographical definitions of the physical divisions of land and water. (b.) To be acquainted with the Maps of the World and Ireland.†
7. AGRICULTURE.‡—To answer intelligently on the subject of Crops, as treated in the Introduction to Practical Farming.
8. NEEDLEWORK (GIRLS).—Work of previous classes with increased proficiency, stitching, plain patching, run and fell seam. A plain pinafore to be made during year, and exhibited at examination. Knitting, the leg of a sock.

* A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," in the fourth and higher classes, to be repeated as an exercise of memory, i.e., so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

† The Map of the County in which the school is situate may be substituted for the Map of Ireland in the Fourth Class.

‡ Agriculture is an obligatory subject for boys of Fourth or higher classes except in schools in large towns; it is optional for girls. If both boys and girls in a mixed school are taught agriculture, the instruction must, as a rule, be given wholly within the ordinary school hours.

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sioners.

FIFTH CLASS—FIRST STAGE.

1. READING.—(a.) To read with fluency, correctness, and intelligence the first 148 pages of the Fifth Book of Lessons. (b.) To answer intelligently on the subject-matter of the lessons comprised in these pages. (c.) To repeat correctly six of the poetical pieces in the prescribed portion of the Fifth Book.*

2. SPELLING.—(a.) To write from dictation, on paper, with correct spelling, an ordinary passage of *seven or eight* lines from the prescribed portion of the Fifth Book. (b.) To spell words selected from the prescribed portion of the Fifth Book.

3. WRITING.—(a.) To write, in the presence of the Inspector, a neat legible hand with ease and freedom; and to write a short letter with correct spelling on any simple subject suggested by the Inspector. (b.) To exhibit in suitable books, as a rule, one hundred pages of well-written school exercises, executed on *one hundred different days* since the preceding annual inspection—each page to be signed and dated by the pupil.

4. ARITHMETIC.—(a.) To know *all the arithmetical tables* in the Board's First Book of Arithmetic, and to be able to write out on paper any of them in correct form. (b.) To work *mentally*, exercises in Simple Addition and Simple Subtraction, and to work on slate or paper *accurately and speedily*, a sum of ten lines in Addition of Money. (c.) To work neatly, on paper, questions in the more useful Compound Rules, and easy exercises in simple Proportion.

5. GRAMMAR.—(a.) To be well acquainted with Orthography and Etymology. (b.) To parse simple sentences syntactically.

6. GEOGRAPHY.—(a.) To understand longitude, latitude, zones, &c. (b.) To know the *Map of Europe and Map of Ireland*.

7. AGRICULTURE.†—In addition to the course prescribed for Fourth Class, to answer intelligently on COTTAGE GARDENING, as treated in the Introduction to Practical Farming.

8. BOOK-KEEPING.‡—To exhibit, in suitable books, the First and Second Sets (Board's Treatise) neatly written out, and to answer questions on those sets.

9. NEEDLEWORK (GIRLS).—Work of previous classes with greater proficiency, plain darning, button holes. To be able to cut pattern of plain shirt for little boy, or of article of girl's underclothing not elsewhere required, and to show specimen garment made. Knitting sock, with heel completed.

FIFTH CLASS.—SECOND STAGE.

1. READING.—(a.) To read with fluency, correctness, and intelligence the Fifth Book of Lessons. (b.) To answer intelligently on the subject-matter of the lessons. (c.) To repeat correctly six of the poetical pieces in the Fifth Book.§

2. SPELLING.—(a.) To write from dictation, on paper, with correct spelling, an ordinary passage of *seven or eight* lines from the Fifth Book. (b.) To spell words selected from the Fifth Book.

3. WRITING.—(a.) To write, in the presence of the Inspector, a neat legible hand with ease and freedom, and to write a short letter on any

* A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," in the fourth and higher classes, to be repeated as an exercise of memory, *i.e.*, so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

† See note † page 61.

‡ Book-keeping is optional in all schools.

§ A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," to be repeated as an exercise of memory, *i.e.*, so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

simple subject suggested by the Inspector. (b.) To exhibit in suitable books one hundred pages of well-written school exercises, as a rule, executed on one hundred different days since the preceding annual inspection—each page to be signed and dated by the pupil—and at least thirty of these exercises to be letters on simple subjects. Appendix B.
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4. ARITHMETIC.—(a.) To know the numeration and notation of decimals, and all the arithmetical tables, and to be able to write out on paper any of the latter in correct form. (b.) To perform simple arithmetical questions mentally, and to work on slate or paper accurately and speedily, a sum of twelve lines in Addition of Money. (c.) To work neatly, on paper, exercises in Simple Proportion and Practice, and easy questions in Decimal and Vulgar Fractions.

5. GRAMMAR.—(a.) To be well acquainted with Orthography and Etymology. (b.) To know the principal Latin roots, prefixes, &c. (c.) To parse simple sentences syntactically.

6. GEOGRAPHY.—(a.) To understand longitude, latitude, zones, &c. (b.) To know the Maps of the Continents. (c.) To be acquainted with the geography of Ireland.

7. AGRICULTURE.*—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part II. of Introduction to Practical Farming.

8. BOOK-KEEPING.†—To exhibit in suitable books the first four Sets (Board's Treatise), neatly written out, and to answer questions on those Sets.

9. NEEDLEWORK (GIRLS).—Work of previous classes with good proficiency, sewing on gathers, herring bone on flannel. To be able to cut pattern and to show made specimen of overall, with yoke and sleeves, or of grown boy's shirt. Knitting, a sock completed to heel.

SIXTH CLASS.

(In Schools in which the alternative scheme for Girls of Sixth Class, 1st and 2nd Examinations, is not carried out.)

[N.B.—Pupils can be presented for examination for Results Fees (in ordinary or optional subjects, or Drawing) only twice in Sixth Class. Pupils presented for the first time will not be examined in Reading, Spelling, or the repetition of Poetry, beyond the first 200 pages of the Sixth Book.]

1. READING.—(a.) To read the Sixth Book with fluency, correctness, and intelligence. (b.) To answer intelligently on the lessons selected for examination. (c.) To repeat correctly six of the pieces of poetry in the Sixth Book.‡

2. SPELLING.—To write, on paper, in a free legible hand, and with correct spelling and punctuation, a paragraph of seven or eight lines dictated from the Sixth Book.

3. WRITING.—(a.) To write a short letter on any simple subject suggested by the Inspector. To exhibit in suitable books one hundred pages of school exercises, as a rule, written in a good hand on one hundred different days since the preceding annual inspection. Each exercise, as in the preceding classes, to be signed and dated by the pupil. (b.) Specimens of ornamental Penmanship may be included amongst the exercises.

4. ARITHMETIC.—(a.) To be expert in mental calculation. (b.) To perform accurately and speedily, on slate or paper, a sum of fifteen lines in Addition of Money. (c.) To work neatly on paper, at first pre-

* See note ‡ page 61.

† Book-keeping is optional in all schools.

‡ A number of lines of prose may be selected instead of half of the pieces of poetry required under the head "Reading," to be repeated as an exercise of memory, i.e., so many lines of prose and so many lines of poetry; the total of both not to be less than 200 lines.

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sensation, exercises in Fractions, Compound Proportion, Simple Interest, Discount, and extraction of Square Root. Pupils presented a second time in this class will have to answer on a full course of arithmetic.

5. GRAMMAR.—(a.) To be acquainted with the principal roots, prefixes, and affixes employed in the formation of English words. (b.) To parse prose and poetry correctly.

6. GEOGRAPHY.—(a.) To be acquainted with the elements of mathematical and physical Geography. (b.) To draw from memory an outline map of Ireland. (c.) To know the geography of Great Britain and Ireland, India, and the British Colonies.

7. AGRICULTURE.*—First Examination.—In addition to the course prescribed for Class V., to answer intelligently on the Soils, Manure and Drainage. Subsequent Examination:—To answer intelligently on the Introduction to Practical Farming.

8. BOOK-KEEPING.†—To the end of the Sixth Set (Board's Treatise).

9. NEEDLEWORK (GIRLS).—To be able to cut out men's shirts and any article of female apparel, and to exhibit satisfactory proficiency in the different branches of plain sewing and knitting.

ALTERNATIVE SCHEME FOR GIRLS OF SIXTH CLASS.

(In Girls' Schools, and in Mixed Schools, in which Female Teachers or Workmistresses are employed.)

[In every National School whose Results year commences on or after the 1st August, 1889, every girl who passes the second stage of the Fifth Class shall devote the remainder of her school attendance chiefly to industrial work. This provision shall be optional with Managers for the Results year commencing on or after the 1st August, 1889, after which Results year the provision shall be obligatory in all National Schools in which Female Teachers or Workmistresses are employed, unless on application of any Manager the Board may, for special reasons, dispense with this Rule in his School.]‡

RESULTS FEES, FIRST AND SECOND YEARS.

| | | a. | | d. | |
|----------------------|---|----|--|----|--|
| | | 2 | | 6 | |
| Literary, 5s. 6d. | Reading (which should include Text Books on suitable industrial subjects, and on Domestic Economy, with knowledge of the subject matter), | 2 | | 6 | |
| | English Composition (including Letter-Writing on various subjects, which should embrace Geography, Grammar, &c., skill in Penmanship to be taken into account, | 3 | | 0 | |
| Industrial, 9s. | Plain Needlework (in its various developments, including Shirtmaking). This must be one of the three industrial subjects to be taken up daily in each of the two years of a Sixth Class Course, | 3 | | 0 | |
| | Special Industries—Classes A and B (as on next page) any two of which can carry fees in the same year, | 3 | | 0 | |

Total, 14s. 6d.

* See note † page 61.

† Book-keeping is optional in all schools.

‡ The benefits of this regulation will be applicable also to National Schools which adopted this Alternative Scheme after the issue of the Commissioners' Circular of the 27th March, 1889, and before the 1st August, 1889, and which are therefore entitled to results fees under the Scheme from the date of their adoption of it.

INDUSTRIAL PROGRAMME.

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 missioners.

CLASS A.—1. Dress-Making (Plain); Underskirt-making. 2. Fine Under Clothing; Baby Clothes. 3. Knitting and Crocheting of Jerseys, Caps, Wraps, Vests, Petticoats, Socks, Stockings, Gloves, Slippers, and similar articles. 4. Good repairing of garments, hose, house and table linen, &c., such as darning (damask and invisible), fine-drawing, re-lining, re-binding, re-fitting, re-buttonholing, turning; also plain ingrain marking. 5. Clothwork, viz.:—Girls' Jackets, Children's Cloaks and Newmarkets, Little Boys' Suits, Braiding, Tailor-buttonholing. 6. The washing, carding, spinning, and weaving of wool. 7. Treatment of flax and weaving of linen.

CLASS B.—1. Lace making—Youghal, Limerick, Carrickmacross, Inishmacsaint, or other recognized kind. 2. Mountmellick Work—Sprigging (on Handkerchiefs, &c.), ornamental marking of Linen. 3. Art Needlework including Embroidery from Celtic patterns. 4. Gold and Silver Lace Work—Ecclesiastical Embroidery. 5. Hangings—Furniture Embroidery. 6. Glove making. 7. Artificial Flower making. 8. Basket making—Indian Matting—Straw Matting; Straw Chairs, Straw plaiting, &c.; other articles produced from Straw, or Wicker. 9. Other kinds of Cottage Industries, such as Wood Carving, Net mending, where local or suitable.*

PROGRAMME OF KINDERGARTEN OCCUPATIONS FOR PUPILS IN ORGANIZED INFANTS' SCHOOLS OR INFANTS' DEPARTMENTS.

[A Programme of corresponding character (if approved by the Commissioners), may be adopted.]

INFANTS.—1. *First Gift*. To perform exercises with coloured balls—to distinguish the colour of each ball. 2. To thread coloured beads. 3. *Second Gift*. (Form.) 4. *Third Gift*. Forms of Life and Knowledge. 5. Tablet-laying, squares only; Forms of Life. 6. Simple exercises in stick-laying. 7. Drawing lines of different lengths on chequered slates.

FIRST CLASS.—1. *Third or Fourth Gift*. (Forms of Life and Beauty). 2. Tablet-laying (Forms of Life and Beauty with squares). 3. Stick-laying or slat-laying. 4. To draw simple patterns on chequered slates or paper. 5. To perforate patterns for embroidering. 6. Making coloured woollen balls. 7. Cork-work or pea-work.

SECOND CLASS.—1. To draw on chequered copy books—(to be shown at Examination)—to draw a simple pattern from memory on slates. 2. To embroider a simple pattern in wool or silk. 3. Paper-weaving—to form an easy pattern. 4. Paper-folding—six forms. 5. Basket work.

THIRD CLASS.—1. To draw on chequered paper, using coloured pencils occasionally (Copy Books to be shown at Examination.) 2. Freehand drawing from the flat of simple arrangements of straight lines, on paper not chequered. 3. To finish and make up a simple article, previously embroidered. 4. Paper cutting—to cut two patterns. 5. Modelling in clay—to imitate any one of the following—an apple, a plum, a pear, a walnut, or a cube, sphere, or cylinder.

* Generally, it may be represented that in the compulsory subjects of the Sixth Class at present the literary fees that may be earned by girls amount to 11s. 6d., and the industrial to 8s. Under the new arrangement the Commissioners provide that the literary fees shall be 5s. 6d., and the industrial 9s. The 9s. they divide into three fees of 3s. each; one of these fees during each of the two years of a Sixth Class Course must be for "Plain Needlework," and the other two fees for any two of the subjects on the above programme, at the choice of the Manager and within the capacity of the Teacher.

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sioners.

The Pupils of all Kindergarten Classes to be able to sing action songs, and to go through Calisthenic Exercises and simple Kindergarten Games. Each Kindergarten Pupil of First, Second, and Third Classes, to show at least one specimen of each kind of work done by him or herself during the year.

PROGRAMME FOR PUPILS—VOCAL MUSIC.—(HULLAH'S METHOD).

[Pupils will be examined according to this Programme at Results Examination held on and after 1st March, 1891.]

SECOND CLASS.—(a.) To name the notes on the stave, and to tell their time names (semibreve, minim, &c.) (b.) To sing the natural scale. (c.) To sing sweetly, in unison, and in good time and tune, any four approved school songs.

THIRD CLASS.—(a.) To sing the exercises on any two of Hullah's Sheets of Unisons and Seconds selected by the teacher. (b.) To sing sweetly, in unison, and in good time and tune, any six approved school songs.

FOURTH CLASS.—(a.) To sing the exercises on Sheet 15, and also those on any one other Sheet of Thirds selected by the teacher. (b.) To read the notes and beat the time of any single measure in same exercises asked by the examiner. (c.) To sing sweetly, in unison, and in good time and tune, any eight approved school songs.

FIFTH CLASS.—(a.) To sing (beating the time correctly while doing so), the exercises contained in Sheets 19 and 23, and also those on any one Sheet of Fourths, and any one of Fifths selected by the teacher. (b.) To sing in two part harmony any three approved school songs.

SIXTH CLASS.—(a.) To sing (beating the time while doing so), the exercises on any Sheet of Sixths, of Sevenths, and of Octaves selected by the teacher, and also those on any two of the sheets containing exercises from the Second Part of the Manual. (b.) To exhibit a fair knowledge of the theory of the subject. (c.) To transpose an easy passage from one key to another. (d.) To take first and second parts in at least three harmonized pieces.

N.B.—As pupils advance from class to class, they must exhibit a knowledge of at least two new songs in each class.

PROGRAMME FOR PUPILS—VOCAL MUSIC.—(TONIC SOL-FA).

[Pupils will be examined according to this Programme at Results Examination held on and after 1st March, 1891.]

[A Programme of a corresponding character may be adopted, if approved.]

SECOND CLASS.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator the tones of the chord of Doh in any easy order.

2. To sing in good time and tune the exercises of the First Step contained in any three pages (selected by the teacher) of the "Standard," the "School," or the "Educational" charts.

3. To sing sweetly, in unison, any four approved school songs.

THIRD CLASS.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator the tones of the chords of Doh and Soh in any easy order.

2. To sing in good time and tune the exercises of the Second Step contained in any four pages of the charts.

3. To sing sweetly, in unison, any six approved school songs.

FOURTH CLASS.—1. To Solfa from the Examiner's (or Teacher's) pointing on the Modulator simple passages in the major diatonic scale.

2. To sing in good time and tune the exercises of the Third Step contained in any four pages of the charts.

3. To sing sweetly, in unison, any eight approved school songs.

FIFTH CLASS.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator simple passages including transition to first sharp or flat keys.

2. To sing in good time and tune the exercises of the Fourth Step contained in any four pages of the charts.

3. To sing from notes in two or more parts any three approved school songs.

SIXTH CLASS.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator simple passages in the Minor Mode.

2. To sing in good time and tune the exercises of the Fifth Step contained in any three pages of the charts.

3. To answer easy questions on the Minor Mode.

4. To join in at least three harmonized pieces.

N.B.—It is desirable that the relation between the Tonic Sol-Fa and the Staff notation be taught to pupils in Sixth Class.

NOTES TO THE PROGRAMME FOR PUPILS.

I. (a.) No results fee can be paid in respect of any pupil of a day school whose attendance during the year ended on the last day of the month preceding the month of the annual examination shall be less than ONE HUNDRED DAYS. (b.) Attendances on Saturdays are not to be included, unless the Commissioners in particular instances recognise Saturday as an ordinary school-day. (c.) Instruction on Saturdays in extra branches will be recognized if provision for it is made on the time-table. (d.) Pupils may have the days on which their school-room was used for Parliamentary Elections, or for Examination of Teachers or Monitors, placed to their credit, provided they gave any attendances *within two weeks* of the date of such closing. (e.) The rolls shall be made out for the year ended last day of the month immediately preceding the date of examination, unless otherwise specially ordered.

II. (a.) Under ordinary circumstances only *one fee for each subject* can be paid for a pupil in any class, except in the case of *infants*. (b.) The second stage of fifth class, and the second examination of sixth class, are to be regarded as equivalent to separate classes.

III. (a.) If from any cause the regular results period of a school be changed, the amount accruing from the examination, as per scale of fees, may be increased or lessened by so many *twelfths* according as the period exceeds or falls short of twelve months; and the results fees may be allocated to the different teachers in proportion to the time served by each within the period for which fees are allowed. (b.) But no unreasonable extension or reduction of the ordinary 12 months period can be claimed under this rule. (c.) In cases where it is found necessary to hold a results examination for a period less than eleven months from the date of the termination of the last results period, teachers will be allowed to present pupils again in the same class and in the same extra branches in which they were presented at the previous examination. (This privilege does not relate to extras already completed.)

IV. (a.) As a rule, if an incoming teacher is not granted salary from the first recognised school-day of a month, he cannot claim results fees for that month; (b.) and similarly if a teacher is not granted salary up to the last

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recognised school-day of a month, he cannot claim results fees for that month. (c.) In schools with more than one teacher, the total fees earned for subjects taught by the staff in ordinary school hours will pass to the common fund, and be divided among the staff of teachers recognised.

INFANTS.

V. *Individual* examination of pupils, presented as infants, may be dispensed with.

VI. (a.) In a thoroughly organized Infants' School, or Infants' Department, with a separate staff, and in a separate room, a fee of 4s. per pupil in infants' class may be gained; and (b.) if the Kindergarten system be efficiently practised, 2s. may be gained in addition to the ordinary fee for every pupil legitimately presented in infants', first, second, and third classes (see, however, note † p. 31). (c.) Such a school or department is one that includes the use of separate room or rooms with a separate staff; suitable objects and appliances; and provision for singing and other exercises.

VII. (a.) No fee shall be paid in an Infants' School or Infants' Department for any extra or optional branch (except in case of monitors); nor for any pupil presented in a class higher than third class (except in the case of monitors). (b.) As a rule, pupils should be removed from Infants' Schools or Departments immediately after the results examination next following the completion of their eighth year of age, and the same rule applies to boys attending girls' schools.*

AGES OF PUPILS.

VIII. (a.) No child under three years of age can be enrolled as a pupil in any National School, and, as a rule, no pupil over seven years of age can, on admission to school, be enrolled in an Infant class.

(b.) In cases of question regarding the age of a pupil, the decision of the Inspector will be final for all the purposes of the results examination.

EVENING SCHOOLS:—RESULTS FEES.

(See Rule 198.)

IX. (a.) In evening schools attendance on FIFTY evenings, made within the months of continuous operation, will be accepted as qualifying a pupil for admission to examination for results. (b.) *Under no circumstances should a day school pupil be presented for examination in an evening school.* (c.) In evening schools results fees will be paid for reading, spelling, writing, arithmetic, and book-keeping *alone* of the ordinary branches, and for those only when the proficiency in them is traceable to the instruction given in the evening schools. (d.) *In evening schools not more than two extra branches can be taught, and when payment is made for such branches, no fees will be paid for the ordinary branches in respect of the same pupils.* (e.) In evening schools, after the pupils have been examined twice in *sixth class*, extra subjects *only* will be paid for such pupils. (f.) Music and Needlework will not be paid for in evening schools. But "Sewing Machine and Dressmaking," which constitute one extra branch, may be selected as one of the two extra branches that may be taught in evening schools for females.

X. A written exercise, signed and dated by the pupil, may be called for by the Inspector for every attendance for which credit is claimed in an evening school.

* N.B.—Separate account books, &c., should be used for infants' schools, and separate roll books and examination rolls for infants' departments.

EXTRA SUBJECTS.

(See Sec. XIII.)

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XI. Extra subjects for which results fees are claimed, with the exception of Drawing, Geometry and Mensuration, Algebra, and Handicraft, or other approved technical subject, must be taught in Ordinary National schools (see Rule 40) before or after ordinary school-hours,* except on Saturdays—see note (I. c.)—and they must not be taught during the time allowed for recreation.

XII. No fee for any extra branch, if taught wholly or partly within ordinary school hours, except Drawing, Instrumental Music,† and Handicraft, or other approved technical subject, is payable in the case of a pupil who fails in Reading, Spelling, Writing, or Arithmetic.

XIII. (a.) It is desirable that notice be given by the teachers to the District Inspector, at the commencement of the results year, of the extra branches, other than those specified in note XI., in which they propose to present pupils for examination. (b.) In any school in which classes have been established for instruction in extra branches, results fees will not be paid if, in the opinion of the Commissioners, the instruction has not been given effectively, and for an adequate portion of the results year. (c.) No extra branches can be taught in a National School, unless adequate provision, proportionate to the number of pupils in the class, is made on the time-table for instruction therein. (d.) Branches of Natural and Physical Science will not be paid for in any school in which the Inspector shall report that the facilities and appliances for teaching them are inadequate. (e.) No fee will be paid for any extra subject in the case of a pupil enrolled within the previous six months in a Science and Art class for the same subject.

XIV. Only one fee can be paid for any extra branch, or stage of extra branch, if subdivided, except as provided for in Note III. (a.)

XV. (a.) As a rule no Results Fees for extra subjects are payable to any teachers unless the Commissioners are satisfied as to their competency to teach such extra subjects (see note to page 55). (b.) Certificates from the Science and Art Department are accepted as qualifying Certificates so far as they cover the course laid down by the Commissioners. (c.) In certain cases the Commissioners may dispense with the necessity of obtaining formal Certificates to teach and gain Results Fees in extra branches.

XVI. (a.) The subject-matter of any of the Board's Reading Lesson Books (except Girls' Reading Book), or a subject included in any part of the ordinary Results Programme, cannot be recognised as an EXTRA subject for any class without the special authority of the Commissioners. (b.) Girls of the fifth and sixth classes may be examined in the subject-matter of the Girls' Reading Book, combined with Domestic Economy (see page 73), as an extra subject (if taught by a female teacher)—the first half of the Girls' Reading Book must be included for the first examination, and the whole book for second examination. But this book is not a class book to warrant results fees for Reading and Explanation in any class. (c.) Management of poultry will not be paid for as an extra subject where there is not a poultry yard attached to the school, available for, and made use of in, the practical instruction of the pupils.

* This restriction does not apply to Practising Schools connected with Training Colleges.

† Instrumental Music cannot be taught during ordinary school hours except in a separate room.

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ALLOCATION OF RESULTS FEES

XVII. (a.) Results fees for extra branches, taught during ordinary school hours by a member of the permanent teaching staff of the school, shall go into the common fund divisible among the teachers, in schools where one or more assistants are employed.

(b.) In the case of extra and optional subjects taught before or after the ordinary school-hours, the results fees accruing will be payable to the teacher who gives the extra instruction, without reference to his position in the school.

(c.) Results fees for Needlework taught by an approved Extern Teacher, either within or out of ordinary school hours, or by a Temporary Assistant or Temporary Workmistress, within school hours, may be paid to such Teacher.

(d.) Optional subjects may be taught either within or out of, or partly within and partly out of ordinary school hours. If taught, with the approval of the Commissioners, by a qualified Extern Teacher, or Teacher of an adjoining school, or a Temporary Assistant, the fees may be paid to the Teacher of such optional subject.

(e.) Results fees for extra subjects taught, with the approval of the Commissioners, by qualified Externs, by Teachers of adjoining schools, or by Temporary Assistants, may be paid to such Teachers.

MONITORS :—RESULTS FEES.

XVIII. (a.) Results fees will be paid on the answering of Monitors as Pupils in the classes in which they are enrolled ; but (b) no fee will be paid for any subject for which a No. 1 Pass is not obtained.

XIII.

PROGRAMME OF EXTRA SUBJECTS FOR WHICH RESULTS PAYMENTS MAY BE CLAIMED IN NATIONAL SCHOOLS.

The regulations of the Commissioners enable teachers possessing certificates of competency satisfactory to the Commissioners to earn results fees under each of the following heads :—

- I. Instrumental Music and Drawing.
- II. Classics, French, Irish, and German.
- III. Geometry, Algebra, and other approved branches.

Provided that—(a.) No results fees shall be paid for more than two extra subjects (besides Instrumental Music, Drawing, Algebra, and Geometry and Mensuration), in the same school without the special sanction of the Commissioners.

(b.) No more than two Examinations, with a fee for a pass at each, can be held in Instrumental Music.

(c.) That Classics, French, Irish, German, Trigonometry, Navigation, Mechanics, or any of the Physical Sciences (except Physical Geography) be not taught (with a view to claim results fees) to children *under ten years of age*.

(d.) That an *extra school-fee* of two shillings per quarter shall be paid to his teacher by each pupil for instruction in each extra branch specified under (c), except Irish.

(e.) The following extra branches can be taught to girls only :—

- (1) The adjustment and use of the Sewing Machine and advanced Dress Making (one examination),
- (2) Practical Cookery (one examination),
- (3) Management of Poultry (one examination),
- (4) Girls' Reading Book

and Domestic Economy* combined (two examinations), (5) Dairying (one examination). *Appendix B.*

The following is the minimum proficiency upon which pupils will be allowed to pass in the different classes :— *Rules and Regulations of Commissions.*

DRAWING.—PROGRAMME FOR PUPILS.

[N.B.—The proficiency must in all cases be satisfactory to entitle the pupil to a pass. Specimens of drawings to be forwarded by the Inspector to the Education Office with his report.]

THIRD AND FOURTH CLASSES.—(a.) Free-hand drawing from the flat on paper, such as simple arrangements of straight lines, forming either simple familiar objects, or geometrical designs, or easy curved line ornament.

FIFTH CLASS.—(a.) Free-hand drawing, of a more advanced character, such as simple ornament, curved lines, or (b.) Easy practical geometry.

SIXTH CLASS.—(a.) Free-hand drawing, of a still more advanced character, from the flat on paper, such as advanced ornament, advanced practical geometry, or drawing from objects in outline. (b.) Shading from the flat, shading from the round, perspective, or painting in water-colours.†

INSTRUMENTAL MUSIC.—PIANO.—PROGRAMME FOR PUPILS.

FIRST YEAR (Fifth Class or higher).

1. To play any two major scales up to and including three sharps and three flats named by the examiner.
2. To play, in good time and with proper fingering, any six exercises selected by the teacher, from Czerny's 101 exercises, or any similar work.
3. To bring to the examiner any six easy pieces or tunes, and play in good time, and with proper fingering, any one which he may select.

SECOND YEAR.

1. To play at a moderate pace, and through the whole compass of the keyboard, any two major and minor scales named by the examiner, and any minor scale selected by the teacher.
2. To play any four studies, selected by the teacher, from Czerny's "School of Velocity," or any similar work.
3. To bring to the examiner any four pieces, presenting no serious difficulties in execution, and to play in good time, and with proper fingering, any one of these which he may select.
4. To explain the key and time signatures, and the words and signs used in the pieces played.

HANDICRAFT.—PROGRAMME FOR PUPILS.

FIRST YEAR (Fifth Class or higher).

To measure accurately with a ruler to eighths or tenths of an inch.

To be expert in the management and use of the following tools, and to describe them intelligently :—Hammer, bradawl, gimlet, spokeshave, plane, penknife, saw (including sawing along a line), turnscrow, pincers or pliers, marking gauge, rule, square, compass, nail-punch.

To sharpen the following tools, using whetstone or oilstone, or both, as may be necessary :—Chisel, ordinary knife, penknife, scissors.

* Domestic Economy may be taken in this combination as an extra subject, if not taken as an ordinary subject, under the alternative scheme.

† If a pupil be presented in drawing a second year in sixth class, he must exhibit some work from (b).

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sioners.

To have some knowledge of the different kinds of nails and screws. To drive nails and screws, having bored holes of the proper sizes with *hradawl* or gimlet.

To sink nail-heads with punch; to countersink screw-heads with chisel, gouge, or penknife.

To exhibit proficiency in any *two* of the following:—

(1.) To make glue; to plane a board; to plane the edges of two short pieces of board straight and square, and to glue the edges together.

(2.) To know the different kinds of hinges in common use; to put on a butt or T hinge.

(3.) To know the several kinds of locks in common use; to put on a box, cupboard, or door lock.

SECOND YEAR.

In addition to the first year's programme to exhibit proficiency in any *five* of the following:—

(1.) To grind a chisel or a plane-iron on a grindstone or on a whetstone, and to sharpen either on the oilstone.

(2.) To splice or scarf a broken broom handle or rake handle, or any stick of like shape; to secure the joint with screws, or copper wire, or waxed cord.

(3.) To plane up two boards, and dowel them edge to edge for a broad shelf; to make a shelf bracket; to know how to fix up the shelf with brackets.

(4.) To take accurate measures of a pane of glass in inches, &c.; to mark the measures of a pane on a rod as a guide for the glass-cutter; to know the nature and uses of putty; to hack out a broken pane, and the old putty, and to put in a new pane.

(5.) To understand the use of drying oil and turpentine in painting; to mix dry paint of any colour with oil; to thin it for use with oil or turpentine or both; to paint a piece of board. To understand the nature and uses of staining; to know something of the different kinds of stains; to prepare and stain a piece of board, including sizing and varnishing.

(6.) To mount a map or engraving on linen, and afterwards nail it on laths or lath and roller; to know how to make paste; to understand the nature and uses of varnishing; to know something of the several kinds of varnish; to varnish a map or diagram.

(7.) To know the use of the mitre-box, or of the shooting block; to rabbet and mitre-cut four pieces of wood, and joint them so as to form a frame for a small picture.

(8.) To understand the nature of soldering; to solder two pieces of tin, or brass, or iron together; to *file* the soldering iron.

SPINNING, WEAVING, AND OTHER COTTAGE INDUSTRIES.

In localities where the Managers of schools arrange with skilled persons to give instruction in these industries, as may be approved by the Commissioners, in suitable rooms or in separate buildings in close proximity to the National Schools, to advanced pupils of the schools or groups of schools, results-fees for two examinations, 5s. each, may be paid on the ascertained proficiency of each pupil of fifth and sixth classes, and also a special salary dependent on the circumstances of the case may be awarded to the Teacher of the industry, on condition that the requisite appliances are provided. The Industrial Department may be also open to young persons who have already left school, but may desire to attend the industrial classes; but results fees are not payable for such persons.

DAIRYING—PROGRAMME FOR PUPILS (FEMALES, Fifth Class or higher). *Appendix B*

In any National school to which a dairy is attached having a command of a sufficient supply of milk and proper appliances, approved of by the Agricultural Superintendent, dairying may be recognised as an approved extra branch, and a fee be paid for each pupil passing in the prescribed course. The person giving the instruction in this branch must hold a certificate of competency therein. The course of instruction includes the theory and practice of dairy management, viz.:—(a) Dairying as treated in the text books sanctioned by the Commissioners of National Education; (b) a knowledge of the use of dairy implements, and of dealing with the products of the dairy; (c) Butter making.

GIRLS' READING BOOK AND DOMESTIC ECONOMY.

PROGRAMME FOR PUPILS (FEMALES).

Leading Principles.

First Examination (Fifth Class or higher).

"GIRLS' READING BOOK," FIRST HALF; AND "DOMESTIC ECONOMY" so far as relates to:—

FOOD:—Functions; classification; sources; hints for judging meat, &c.; culinary treatment.

CLOTHING:—Purposes; sources; modes of ordinary cleansing; materials used in cleansing.

CLEANLINESS:—Personal—necessity for.

SECOND EXAMINATION.

"GIRLS' READING BOOK," ENTIRE BOOK; AND "DOMESTIC ECONOMY" so far as relates to:—

THE DWELLING:—Warming; cleaning; ventilating.

SIMPLE AILMENTS:—Home remedies; hints on sick nursing.

EARNING;—Thrift; saving.

HYGIENE—PROGRAMME FOR PUPILS.

FIRST EXAMINATION (Fifth Class or higher).

AIR:—Composition; breathed air. Changes in air caused by the burning of fuel and lights. Natural means of purifying air. Danger of breathing air that is laden with dust. How to know whether the air of a pit or cellar is fit to breathe.

BREATHING:—Number of breaths in a minute. How we breathe; why we breathe; where the venous blood is changed into arterial: nature of the change.

VENTILATION:—Amount of air necessary for a child, for an adult; why ventilation is necessary; cubic space in rooms; natural ventilating forces; necessity for scattering or distributing the fresh air that enters a dwelling-room. Movement of the air of a room caused by a fire in an open grate. Inlets and outlets. Value of chimneys as outlets.

WATER:—Composition of; necessity for an abundant supply of; evils of too little water; qualities of a good drinking water. Hard and soft water; danger of drinking rain-water stored in leaden cisterns. Objections to house cisterns. Modes of supplying water to houses. Character of good wells. The most dangerous impurities of water.

ALCOHOLIC LIQUORS (strong drinks)—injury which they cause to the heart and blood-vessels. Alcohol does not make us warm; does not make flesh, blood or bone; does not make the body grow. Why alcohol is very bad for young people.

Appendix B.

Rules and
Regulations
of Commis-
sioners.

SECOND EXAMINATION.

FOOD:—A perfect food; milk a perfect food; classification of food-stuffs; use of each class; effects of too much, of too little, and of improper food; of food eaten too hot; organs of digestion; mastication of food; changes the food must undergo before it is fit to mix with the blood.

COOKING:—Objects of; effects of; advantageous preparation of food; dangerous substances mixed with food; diseases caused by eating diseased meat.

THE SKIN:—Its structure and functions; necessity for keeping the skin clean; attention to the hair; removal of parasites.

CLOTHING:—Uses of, materials of, and properties of; bad effects of tight lacing, of unseasonable clothing.

EXERCISE:—Necessity for; immediate and remote effects of; evils that arise from the want of; to prevent chill after exercise; exercise for girls.

SLEEP:—Amount of sleep needed at different ages; causes of broken sleep; evils of want of sleep; danger of using sleeping-draughts.

THE HOUSE:—Soil; surroundings; dryness; evils of damp-houses; materials of walls and roof; covering of walls; cleanliness of house and furniture; danger of dirt.

WARMING AND LIGHTING:—Open grates, stoves, dangers of coal-gas and paraffin lamps.

SLIGHT DISEASES AND INJURIES:—Cough, cold, cuts, bruises, burns, scalds, bites of dogs, stings of insects.

TOBACCO SMOKING:—The injury it does to growth, and to the chief functions of the body.

CLASSICS, FRENCH, GERMAN, AND IRISH.

The Commissioners of National Education have sanctioned the payment of results fees for Latin, Greek, French, German, and Irish, upon the following conditions:—

I. Instruction in Classics, French, German, and Irish must be given out of the ordinary school-hours;* but pupils who have been examined *once* in the *sixth* class may be allowed to devote a portion of these hours to the *study* of their Classical, French, German, or Irish lessons, provided that the routine business of the school be not interfered with.

II. No pupil may be presented for examination in Classics, French, German, or Irish, who has not reached at least the *fifth* class.

III. The course will extend over a period of three years; and a pupil gaining for his teacher a fee in the course for any year cannot be again presented for examination in that course, except as provided for in Note III (c) of ordinary Programme. If a pupil fail in any year's course, he may be re-examined therein.

IV. For every pupil fulfilling the foregoing conditions who passes a satisfactory examination on the course prescribed for his year on the following programme, results fees will be awarded to the teacher:—In Latin, 10s.; in Greek, 10s.; in Irish, 10s.; in German, 10s.; in French, 5s.

CLASSICS, FRENCH, GERMAN, AND IRISH.—PROGRAMMES.

LATIN.—*First Year.*—Grammar, including syntax, Latin Delectus, or any similar elementary book. *Second Year.*—Two books of Cæsar, or two books of Virgil, and either the *Jugurtha* of Sallust, or any approved course of equal difficulty. *Third Year.*—Not less than 500 lines of Ovid or Horace, or Juvenal, or of the *Georgics* of Virgil, and one book of Livy. An easy passage of at least twenty lines from the *Third Book* of *Lessons* to be translated into Latin prose.

* This restriction does not necessarily apply in the case of Model, Convent, or Monastery National Schools, or Practising Schools connected with Training Colleges.

GREEK.—*First Year*.—Grammar, to the end of the regular verbs. *Second Year*.—Grammar, including syntax, Greek Delectus, and one book of Xenophon's Anabasis. *Third Year*.—Two books of the Iliad and a book of Herodotus.

FRENCH.—*First Year*.—Grammar, not including syntax, with twenty pages of a French vocabulary, or of an easy phrase-book. *Second Year*.—Grammar, including syntax, with twenty additional pages of a phrase-book, and translation of two books of Telemachus, or Chambaud's "Fables Choiesies." *Third Year*.—The Athalie of Racine, or any approved book of French poetry. Translation of an easy passage of English into French. Fair correctness of pronunciation.

GERMAN.—*First Year*.—Otto's Elementary German Grammar to the end of Etymology (exercises included). *Second Year*.—Otto's Elementary German Grammar. Easy prose translation, viz.: about thirty pages of text from Lessing's Fabeln, or Hauff's Märchen, or Niebuhr's Heroen Geschichten. *Third Year*.—Grammar. Translation of a passage taken from Third Book (about a dozen lines) into German. Schiller—Maria Stuart; or any other approved German play of equal difficulty.

IRISH.—*First Year*.—(a.) Joyce's Grammar to the end of the regular verb, with the verbs *is* and *td*; (b.) To translate into English the Irish phrases of the exercises in the First and Second Irish Books, published by the Society for the Preservation of the Irish Language. *Second Year*.—(a.) Joyce's Grammar to the end of Etymology; (b.) To translate into English the Irish phrases of the Exercises in the "Third Irish Book"; (c.) To translate into Irish the English phrases of the Exercises in the First and Second Irish Books. *Third Year*.—(a.) Joyce's Grammar to the end of Syntax; (b.) The first seven chapters of Keating's "Foras Feasa ar Eirinn," (Gaelic Union), omitting the poetry; (c.) To translate into Irish the English phrases and sentences of the Exercises in the "Third Irish Book."

NOTES (1).—The elementary books used during the first year must be approved by the Inspector.

(2).—Other books may be substituted for those prescribed for second and third years; but the sanction of the Commissioners for the change must be previously obtained.

SCIENCE PROGRAMMES FOR PUPILS OF FIFTH CLASS AND HIGHER

GEOMETRY AND MENSURATION.

The course will be comprised in three examinations. The first year's examination may take place while the pupil is in Fifth Class:—

FIRST EXAMINATION.—Euclid, Book I., to the 32nd Proposition (inclusive). Mensuration: Area of Rectilinear Figures.

SECOND EXAMINATION.—(In addition to the above)—Euclid: the remaining Propositions of Book I., and the entire of Book II. Mensuration: Circle, ellipse, zone, surfaces of the principal solids.

THIRD EXAMINATION.—(In addition to the above)—Euclid: Books III. and IV., with the first eight Propositions of Book VI. Mensuration: Solidity of prism, cylinder, cone, and sphere—artificer's work—a general knowledge of the principles of Land Surveying.

ALGEBRA.

The course will be comprised in three examinations. The first may take place while the pupil is in Fifth Class:—

FIRST EXAMINATION.—Definitions—simple rules—computation of algebraic expressions—easy simple equations.

SECOND EXAMINATION.—(In addition to above)—Simple equations, and problems producing them—simultaneous equations—algebraic fractions—involution and evolution.

Appendix B. **THIRD EXAMINATION.**—(In addition to above.)—Quadratic equations and problems producing them—theory of integer, fractional and negative indices—surds—binomial theorem, with integer indices.

Rules and Regulations of Commission.

PLANE TRIGONOMETRY.

FIRST EXAMINATION.—Definitions—measurement of angles—trigonometrical functions—logarithms—use of logarithmic tables—formulae for the solution of right-angled triangles—heights.

SECOND EXAMINATION.—(In addition to the above.)—Four fundamental formulae, with the more useful formulae deduced from them—oblique-angled triangles—application to distances—description and use of theodolite and vernier.

NAVIGATION.

FIRST EXAMINATION.—General knowledge of "Mathematical Geography"—rhumb line—difference of latitude—departure—course—correction of courses—plane sailing—middle latitude sailing—mariner's compass—variation—deviation—leeway.

SECOND EXAMINATION.—(In addition to the above.)—Mercator's sailing—Mercator's projection and chart—the great principle of the chart, and in what its value consists—to determine a ship's place on the chart from her latitude and longitude, and *vice versa*—to find the course and distance between two places on the chart—to compute a day's run—great circle sailing—oblique sailing.

(This subject should be preceded by a course of plane trigonometry, and it should be taught only after a pupil has reached the sixth class.)

MECHANICS.

FIRST EXAMINATION.—Matter—different states of Matter—laws of Matter—natural forces—properties of bodies—momentum—equilibrium—action and re-action—composition and resolution of forces—lever, different kinds of—human arm as a lever—pulley—relation of P to W in lever and pulley—centre of gravity—conditions to be satisfied by a balance—delicacy of balance—how obtained—double weighing.

SECOND EXAMINATION.—(In addition to above.)—Absolute unit of force—unit of work and horse power—systems of pulleys—wheel and axle—inclined plane—wedge—screw—relation of P to W in each machine—laws of motion—accelerated motion—laws of falling bodies—feather and penny experiment—Atwood's machine—pendulum—terrestrial gravitation and the causes which modify it.

HYDROSTATICS AND PNEUMATICS.

FIRST EXAMINATION.—Pressure of liquids—laws of pressure—bursting of rocks by pressure of small quantity of liquid. Hydrostatic paradox—Bramah's press—pressure of air—Magdeburg hemispheres—tumbler and card experiment—elasticity—air gun—barometer—construction of—specific gravity of solids—liquids—gases, how determined—pumps—suction pump—force pump—air pump—conveyance of water across valleys—siphon.

SECOND EXAMINATION.—(In addition to above.)—Expansion of gases—Boyle and Mariotte's law—pressure supported by a body immersed in a liquid—hydrostatic balance—specific gravity bottle—Nicholson's hydrometer—conditions of equilibrium of floating bodies—Cartesian diver—swimming—capillary phenomena—endosmose and exosmose—Torricellian vacuum—determination of heights by the barometer—aneroid barometer—balloons—parachutes.

LIGHT AND SOUND.

FIRST EXAMINATION.—(1.) **LIGHT.**—Undulatory and emission theory—how objects are seen—intensity of light—law of inverse squares—

velocity of light, how determined—shadows and penumbra—laws of reflection—mirrors—formation of images by plane mirrors—use of concave mirrors in lighthouses—analysis of light—photometers.

Appendix B.
Rules and
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ers.

(2.) SOUND.—Sound waves, nature of them—density and elasticity of air, how affected by heat—velocity of sound through air, how determined—calculation of distance by light and sound—velocity of sound through water—law of inverse squares as applied to sound—reflection of sound—echo—whispering galleries.

SECOND EXAMINATION.—(In addition to above).—(1.) LIGHT.—Kaleidoscope—concave spherical mirrors—meaning of term axis—principal focus—centre of mirror—refraction of light, illustrations of—different kinds of lenses—course of a ray of light through a converging and a diverging lens—optical structure of the eye and the condition of distinct vision—use of spectacles—solar spectrum—rainbow—stereoscope—magic lantern.

(2.) SOUND.—Structure of the ear—difference between music and noise—musical notes—pitch and intensity—various methods of producing musical sounds—laws of vibrations of strings and use of sound boards—laws of vibration of columns of air in pipes—ear trumpet—speaking trumpet.

HEAT AND THE STEAM ENGINE.

FIRST EXAMINATION.—1. HEAT.—Theories as to the nature of heat—effects of heat—radiation—convection—conduction—good and bad conductors—metallic surfaces—when to be bright and when rough—absorption and transmission of heat—thermometers, how constructed, and determination of the fixed points—expansion of solids—compensation pendulums—maximum density of water—freezing of deep and of shallow water, of salt and of fresh water—vapour—dew—clouds.

2. STEAM ENGINE.—Properties of steam—how produced—unit of heat—history of steam engine—Savary's engine—Newcomen's engine—difference between high and low pressure engines—horse-power.

SECOND EXAMINATION.—(In addition to above).—1. HEAT.—Differential thermometers—maximum and minimum thermometers—expansion of solids—of liquids—of gases—ventilation of mines and buildings—specific heat—how illustrated by experiment—latent heat and sensible heat—trace the successive effects of heat applied to ice below the freezing point till converted into steam—cooling effects of evaporation—how exemplified in different regions on the earth's surface—effects of specific heat of water on climate—freezing mixtures.

2. STEAM ENGINE.—Watts' single acting engine—eccipating engine—fly-wheel—parallel motion—eccentric—governor—propulsion of vessels by means of (1) paddlewheel—(2) screw—computation of the horse-power of an engine.

PHYSICAL GEOGRAPHY.

FIRST EXAMINATION.—Distribution of land and water—zones—climates—temperatures. Mountains—table lands—plains—deserts.

SECOND EXAMINATION.—Rivers—lakes—tides and currents—atmosphere, its properties and uses—reflection and refraction of light by atmosphere—evaporation—clouds—rain—dew—hail—winds, three kinds of—hurricanes—cyclones—typhoons—hot winds—distribution of plants and animals—relation of horizontal and vertical distribution—different races of men and how distributed.

MAGNETISM AND ELECTRICITY.

FIRST EXAMINATION.—1. Magnetism.—Natural and artificial magnets—magnetic poles—theories of magnetism—magnetic induction—coercive force—explain experiments with iron filings, and with broken magnet.

Appendix B.
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sioners.

2. *Frictional Electricity*.—History and general nature of—development by friction—electrical machines—conductors and non-conductors—two kinds of electricity, and how related to each other—Franklin's discovery.

3. *Dynamical Electricity*.—History of—different names for—Voltaic couple—explanation of action—origin of currents—simple experiments to show the existence of electric currents—Volta's pile.

SECOND EXAMINATION.—(*In addition to above*).—1. *Magnetism*.—Mariner's compass—terrestrial magnetism; inclination—declination—magnetic intensity—magnetic equator and poles—magnetization—magnetic battery.

2. *Frictional Electricity*.—Best insulators—distribution of electricity—tendency to accumulate on corners and points, and to escape from them—induction—condensers—description of the Leyden jar as a condenser—electroscopes—thunder and lightning—lightning conductors.

3. *Dynamical Electricity*.—Different methods of originating the voltaic current—Smee's battery—galvanometer—electric telegraph—chemical effects of the current—decomposition of water by the current.

BOTANY.

FIRST EXAMINATION.—General structure of a flowering plant—distinction between flowering and flowerless plants—ascending and descending axis—functions of the several parts—root—stem—leaf—stipules—inflorescence—germination of bean and of grain of wheat—three great classes of plants, with the characters of each—description of daisy, pea, primrose, and lily.

SECOND EXAMINATION.—(*In addition to above*).—Vascular and cellular plants—various tissues of plants—various forms of root, stem, leaf, inflorescence, flower, fruit—cohesion, adhesion, and suppression of various parts of the flower—characters of ranunculaceæ—crucifere—leguminosæ—rosaceæ—umbellifere—labiate. Description and classification of the following plants:—Wheat; clover; rice; Indian corn; turnip; rhubarb; cucumber. Description of the following vegetable products, with the names and classification of the plants which yield them:—Opium—cotton—mustard—sugar—chocolate—tea—coffee—starch—jute—flax—cinnamon—pepper—galls—quinine.

ANIMAL PHYSIOLOGY AND ZOOLOGY.

FIRST EXAMINATION.—*Animal Physiology*.—(a.) General build of the human body—human skeleton—names and position of the principal bones—composition of bone. (b.) Circulation of the blood—the heart and blood vessels—course of the circulation—valves of the heart—arteries—composition of the blood. (c.) Respiration—changes in the blood—venous blood—arterial blood—the lungs and their appendages—changes in respired air—mechanical movements of respiration—animal heat.

Zoology.—Characteristic differences between plants and animals—divisions of the animal kingdom—classes of the vertebrates.

SECOND EXAMINATION.—(*In addition to above*).—*Animal Physiology*.—Digestion—mastication—teeth—the pharynx—stomach—intestines—secretion and excretion—liver—pancreas—the skin and its functions—the senses—organs of the senses—structure and movements of the eye—ball—structure of the ear—animal mechanics.

Zoology.—A complete knowledge of the characteristic features of the sub-kingsdoms, and classes of the animal kingdom—modification of the vertebrate skeleton in birds, reptiles, amphibians, and fishes—general nature of the skeleton or hard parts in the several groups of invertebrate animals—general form and nature of the organs of digestion, circulation, and respiration in the various classes of animals.

INORGANIC CHEMISTRY.

Appendix B.

FIRST EXAMINATION.—Matter—elements and compounds—divisions of elementary bodies—symbols and atomic weights of the ordinary elementary bodies—to know the properties and mode of obtaining oxygen, hydrogen, and nitrogen—to know the chief properties and composition of water, air, ammonia, carbonic acid, muriatic acid, nitric acid, potash, and soda: and to give the chemical symbols for each—to understand the laws of chemical combination—allotropic modifications of elementary bodies—chemical affinity or force.

SECOND EXAMINATION.—(*In addition to the above.*)—To understand the terms of chemical nomenclature and the use of the several prefixes and affixes employed—atomic weights and combining proportions—acids—alkalies—oxides—salts. To know the symbols and combining proportions of oxygen, hydrogen, nitrogen, chlorine, carbon, phosphorus, sulphur, silicon, iron, lead, mercury, sodium, potassium, calcium. To know the principal oxides, acids, and salts formed by the combination of these elements—to explain the ordinary experiments with oxygen, hydrogen, and chlorine.

GEOLOGY.

FIRST EXAMINATION.—(a.) Classes of rocks, aqueous, igneous, and metamorphic rocks—mode of formation of each—origin and composition of siliceous, argillaceous, calcareous, and carboniferous rocks—to be able to refer a specimen to its proper class. (b.) Agencies at work in wasting the land, and how they act—air—frost—ice—rain—rivers—the sea. (c.) Movement of the earth's crust—central heat—volcanoes and earthquakes—mountain chains—anticlinal and synclinal curves—faults—dip and strike of strata. (d.) Definitions of common geological terms.

SECOND EXAMINATION.—(*In addition to above.*)—(a.) Palæozoic rocks—names and order of the chief subdivisions of this group—their distribution in the British Islands—leading fossils in the various groups. (b.) Coal—its nature, origin, and distribution—its position in the stratified series—ores of metals found in palæozoic rocks, and their mode of occurrence—probable origin of lodes. (c.) Mesozoic rocks—names and order of the chief members of this group—their distribution in the British Islands—principal fossils in the various groups—origin of chalk, rock salt, and gypsum. (d.) Cainozoic rocks—subdivisions—distribution in British Islands—principal fossils—nature, origin, and distribution of the boulder clay or glacial drift—bone caves, and their contents—fossils of the drift.

XIV.

1890-91.

RULES FOR PAYMENT OF TEACHERS OF AGRICULTURAL SCHOOLS
UNDER LOCAL MANAGEMENT.

SECTION I.

SCALE OF PAYMENT for PROFICIENCY of PUPILS in AGRICULTURAL KNOWLEDGE derived from the Introduction to Practical Farming, &c.

| | |
|--|-------|
| 4th CLASS.—To answer intelligently on the subject of Crops as treated in the work, "Introduction to Practical Farming," | s. d. |
| 5th CLASS.—1st Stage.—In addition to the course prescribed for Fourth Class, to answer intelligently on Cottage Gardening as treated in the "Introduction to Practical Farming," | 4 0 |
| | 5 0 |

| | | |
|--|---|-------|
| <i>Appendix B.</i> Rules and Regulations of Commis- sioners. | 5th CLASS—2nd Stage.—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part II. of "Introduction to Practical Farming," . . . | s. d. |
| | 6th CLASS—1st Examination.—In addition to the course prescribed for Class 5 ² , to answer intelligently on Soils and Manures and Drainage, . . . | 5 0 |
| | 6th CLASS—Subsequent Examination.—To answer intelligently on the "Introduction to Practical Farming," . . . | 5 0 |
| | | 5 0 |

SECTION II.

SCALE of PAYMENT for PRACTICAL PROFICIENCY of PUPILS as tested on the SCHOOL FARM and GARDEN.

A teacher newly appointed to conduct a National School with an Agricultural Department, must possess a Certificate that he attended a course of agricultural instruction at the Albert Institution; or a Certificate of competency from some other authority, satisfactory to the Commissioners of National Education.

SCALE of PAYMENT for PRACTICAL PROFICIENCY as tested on the SCHOOL FARM and GARDEN.

| | |
|---|-------|
| 4th CLASS.—For a pass in a knowledge of the Crops grown on the Farm and of the modes of raising and saving them, . . . | s. d. |
| 5th CLASS—1st Stage. — For a fair knowledge of the points of good Animals, and of the modes of feeding and managing those on the School Farm, . . . | 3 0 |
| 5th CLASS—2nd Stage.—For superior proficiency in same and in a knowledge of the crops raised in garden, . . . | 3 6 |
| 6th CLASS—1st Examination.—For proficiency in a knowledge of the use of improved implements and machines, . . . | 3 6 |
| 6th CLASS—2nd Examination.—For superior proficiency in same, . . . | 5 0 |
| | 5 0 |

SECTION III.

SCALE of PAYMENT for WELL-MANAGED SCHOOL FARMS and GARDENS.

| | |
|--|-------|
| 1. For a pass on the management of the Farm, including the course of Cropping, the mode of cultivation and the productiveness of the crops, . . . | s. d. |
| 2. For a pass in the management of home-made Manure, taking into account, for sanitary as well as practical purposes, the position of the manure heap, the way the manure is preserved, and the quantity of it produced and available, . . . | 40 0 |
| 3. For a pass in Live Stock, taking into account the quality of the animals, their adaptability to the holding, and the mode of managing them, . . . | 10 0 |
| 4. For a pass in Farm Offices, their cleanliness, state of repair, and adaptability to the holding, . . . | 20 0 |
| 5. For the Cottage Garden, its aspect and enclosure, the suitability of the system of cropping to the wants of the country, and the productiveness of the crops, . . . | 10 0 |
| | 20 0 |

NOTES.

The Results fees for Section I. of the foregoing Programmes may be paid on the report of the District Inspector, a copy of whose marks will be sent to the Agricultural Superintendent for his information, who will give further examination should he deem such expedient, in literary knowledge of the subject. If the classes fail to pass satisfactorily in Section I., fees for Sections II. and III. may be withheld.

Examinations under Sections II. and III. may be conducted by the Agricultural Superintendent or such other officer as may be approved by the Commissioners. *Appendix B.*
Rules and Regulations of Commissioners.

The School Farm, where practicable, shall contain not less than three statute acres.

About half an hour per day, as a general rule, must be devoted to Agricultural instruction of pupils, practical or theoretical. Pupils, however, are not to be employed on the Farm or School Garden during school hours, except, at the discretion of the Teacher, during the time for recreation.

If no practical instruction is given on the Farm or Garden (Section II.) no fees are payable under Section III.

The fees accruing under Sections II. and III. are payable only to the Teacher who conducts the practical instruction (Section II.), and holds the Farm or Garden.

Every pupil who comes forward for examination must have made one hundred attendances in the School for the twelve months ending on the last day of the month preceding the examination in Section I.

XV.

1890-91.

RULES FOR PAYMENT OF TEACHERS OF NATIONAL SCHOOLS TO WHICH SCHOOL GARDENS ARE ATTACHED.

SECTION I.

SCALE OF PAYMENT for PROFICIENCY of PUPILS in AGRICULTURAL KNOWLEDGE derived from the "Introduction to Practical Farming," &c.

| | |
|--|--------------|
| 4th CLASS.—To answer intelligently on the subject of Crops as treated in the work, "Introduction to Practical Farming," | s. d. 4 0 |
| 5th CLASS—1st Stage.—In addition to the course prescribed for Fourth Class, to answer intelligently on Cottage Gardening, as treated in the "Introduction to Practical Farming," | 5 0 |
| 5th CLASS—2nd Stage.—In addition to the course prescribed for Fifth Class, First Stage, to answer intelligently on Part II. of "Introduction to Practical Farming," | 5 0 |
| 6th CLASS.—1st Examination.—In addition to the course prescribed for 5 th , to answer intelligently on Soils, Manures, and Drainage, | 5 0 |
| 6th CLASS.—Subsequent Examination.—To answer intelligently on the "Introduction to Practical Farming," | 5 0 |

SECTION II.

SCALE OF PAYMENT for PRACTICAL PROFICIENCY of PUPILS as tested on the SCHOOL GARDEN.

| | |
|---|-----|
| 4th CLASS.—For a pass in a knowledge of the Crops grown on the School Garden, | 2 0 |
| 5th CLASS—1st Stage.—For a superior knowledge of foregoing (a more extended examination), | 2 0 |
| 5th CLASS—2nd Stage.—For further knowledge of foregoing, with a knowledge of the management of Swine and Poultry, | 2 0 |

| | | |
|---|--|--------------|
| Appendix B. Rules and Regulations of Commis- sioners. | 6th CLASS—1st Examination.—For increased proficiency in fore- going, | s. d. 2 6 |
| | 6th CLASS—Subsequent Examination.—For increased profi- ciency in foregoing (a more extended examination), | 2 6 |

SECTION III.

SCALE OF PAYMENT FOR WELL-MANAGED SCHOOL GARDENS.

1. For the Cottage Garden, its aspect and enclosure, the suitability of its management to the wants of the country, and the productiveness of the crops, 10 0
2. For a pass if Pigs, Poultry, or other Live Stock, of a proper description are well kept; for the mode of preserving the manure made from them; for the Offices—their suitability and condition, 5 0

Examinations under the foregoing programme are conducted by the District Inspector.

Every pupil who comes forward for examination must have made one hundred attendances in the School for the twelve months ending on the last day of the month preceding the examination.

About half-an-hour a day as a general rule must be devoted to agricultural instruction of pupils. Pupils are not to be employed on the School Garden during school hours, unless, at the discretion of the Teacher, during the time for recreation.

If no practical instruction is given to the pupils no fees are payable under Sections II. and III.

The fees accruing under Sections II. and III. are payable only to the Teacher who gives the practical instruction and holds the garden.

If the classes fail to pass satisfactorily in Sect. I., fees for Sections II. and III. may be withheld.

XVI.

ALBERT NATIONAL AGRICULTURAL TRAINING INSTITUTION,
GLASNEVIN, DUBLIN.

OBJECTS.—This Institution is designed to supply instruction:—

- (a) In the science and practice of Agriculture to the sons of farmers, to National School Teachers, and others.
- (b) In the most improved systems of Dairying to young women, daughters of the Agricultural classes.

THE TRAINING INSTITUTION.—The Training Institution is situated on the farm. The buildings comprise dormitories, dining hall, lecture and school-room; museum, library, and laboratory; an extensive range of farm offices and dairies fitted up with improved machinery and implements.

THE FARMS AND GARDENS, which contain about 180 statute acres, are situated about three miles north of Dublin, and one mile from the Village of Glasnevin.

An area of 6A. 0R. 17P. (statute) is cultivated as a small Spade Labour Farm, with the view of exhibiting a proper system of cultivating the vast number of small farms in Ireland.

An area of 22A. 3R. 7P. has been set apart with a view of illustrating a system of farm management adapted to the circumstances of farmers whose holdings are large enough to give employment to one or two courses.

The remaining portion of the land forms the large farm. The arrangements for affording to the students as large an amount of information as possible upon every branch of the business of farming, including dairy husbandry, the fattening of cattle, the breeding and rearing of different kinds of live stock, the various operations of field culture, and the permanent improvement of the soil, are such as to place within their reach an opportunity of becoming acquainted with the details of practical agriculture.

The Gardens.—In order that the students should have an opportunity of acquiring a knowledge of horticultural pursuits, about three statute acres are set apart and cultivated as a kitchen garden. There are, also, a small conservatory, peach house, vinery, fruit and flower gardens, &c.

INSTRUCTION.—The course of instruction imparted by the Literary teacher embraces all the branches which constitute a sound English Education; namely, English Grammar and Composition, Arithmetic, Book-keeping, and Mathematics, Natural Philosophy, Land Surveying, Levelling and Mapping.

Each of the Lecturers of the Institution delivers a course of lectures every session. These lectures are illustrated by means of diagrams, collections of minerals, plants, &c., and chemical apparatus.

In order that the students may become fully acquainted with improved practical husbandry, they are called upon to take part, for a limited time, in the performance of every farm operation—the feeding and management of live stock, &c. They are also made practically acquainted with the uses of a large collection of improved farm implements and machines.

There is one Session of eight months in the year, from 1st March to 31st October.

ADMISSION.—Four classes are admitted to the Institution—

I.—Free Intern or Resident Students, who are boarded, lodged, and educated at the public expense, and who are admitted by competitive examination. This Competitive Examination takes place in January in each year.

These free places are open to all well-conducted young men throughout the country.

Some respectable person must certify (1) that the candidate's age is not under 17 years; (2) that he possesses the necessary health and physical capacity for farming; and (3) that he is of good moral character and possesses the required literary attainments, industrial habits and tastes.

The young men nominated for competition are required to attend an examination in the subjects specified in the programme, held in their respective districts on some fixed day prior to the opening of each session.

Students admitted to the Institution must defray their own travelling expenses.

II.—Paying Intern Students.—A limited number of whom are admitted on the following conditions:—

They must possess sufficient literary acquirements to enable them to profit by the lectures of the various Professors. Accordingly, candidates will be required to pass a fair examination in the following subjects:—

To read and spell with tolerable correctness the words of an easy lesson and explain the meaning; to know the parts of speech, and write easy sentences from dictation; to write on paper a fair hand; to know the first four rules of arithmetic, and work easy sums in them; to know the general outlines of the Maps of the World, Europe, and Ireland.

Appendix B.
Rules and Regulations of Commissioners.

Each candidate must submit, for the information of the Commissioners of National Education, an application paper duly signed by some respectable person who has known him, setting forth his age—which must not be under 17 years—and full particulars as to the school or schools where he received his previous education.

The Fee for each Session is £15.

This payment includes the cost of instruction, board, lodging, washing, and medical attendance.

A student whose conduct has been satisfactory may enter upon a second Term and such additional Sessions as may be necessary for his training.

The Commissioners will not admit any candidate who may have been expelled from a school or college for bad conduct.

Any paying student who shall leave of his own free will before the expiration of the Session, or who shall be removed for misconduct, will be liable to forfeit the fee for the remainder of that Session.

Paying students must conform to all the regulations for the discipline of the establishment. They must take part in all the farm operations. They take their meals at the same table with the free students, sleep in the same dormitories, and receive the same treatment in all respects.

The paying students whose conduct is satisfactory will be allowed to compete among themselves each session for a limited number of free places—one free place being reserved for every *five* paying students.

Students of the above classes (free and paying students) are required to provide themselves on entering the Institution with two suits of clothes (a strong working suit and a Sunday suit), four towels, two night shirts, a pair of slippers, a hair brush and comb, tooth brush, and other necessary articles.

Candidates seeking admission to the Institution should either have had the small-pox, or have been successfully vaccinated.

Each student on entering the Institution will be required to lodge £2 for necessary repairs to clothing, &c.; any portion of this money not expended will be refunded to him on his leaving the Institution.

III.—*Extern Students.*—Young men who board and lodge at their own expense in the neighbourhood are permitted to partake of the advantages of the Institution on the following terms:—

1. That while at the Institution they shall be treated in every way like the resident class.
2. That they attend punctually, with the Intern Students, all the lectures delivered at the Institution.
3. That they be amenable to the rules and regulations.
4. That each shall pay, in advance, a fee of £4 a Session.

No specified time is set apart for the training of students of this class.

IV.—*THE DAIRY SCHOOL STUDENTS.*—The Commissioners of National Education have the co-operation of the Royal Dublin Society in carrying out some of the details of this Department.

Dairy Pupils are admitted to the Institution for instruction in Dairy management.

The First Session of Six Weeks commences early in January; the second early in November.

In the Institution they will at all times be under the supervision of an experienced Matron.

The Commissioners do not defray the travelling expenses of Dairy Pupils.

The course of training will embrace :—

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Rules and
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sioners.

- (a.) Instruction in the principles of feeding cows, calves, pigs, and of the treatment of milk and its products, poultry, and their management.
- (b.) THE PRACTICE OF DAIRYWORK. The making of butter and cheese in large and small dairies with improved machinery and implements as well as by ordinary appliances.
- (c.) Such other subjects as may be determined by the Commissioners of National Education.

Prizes for proficiency at the end of the Course will be awarded.

The fee for the Session of Six Weeks is £3. This fee covers the expense of board, lodging, washing, and medical attendance.

As the Pupils will take part in the work of the Dairy they will be required to bring to the Institution a serviceable dress, aprons, &c., which should be of plain washing material. In addition to their dress, &c., Dairy Pupils must bring four towels, a pair of slippers, hair brush and comb, tooth brush, and other necessary articles.

Some respectable person must certify that the applicant is of good moral character, and she must produce a medical certificate that she is in good health and free from any cutaneous disease.

Each Student who deserves it will receive a Certificate, bearing testimony to general conduct and proficiency in studies.

V.—TEACHERS.—Teachers of National Schools, especially of those with farms or gardens attached, or who may expect to be able to get land for a small farm or a garden, and who are effective in the discharge of their duties, are selected for a course of instruction extending over six weeks, to enable them to become acquainted with the practice and science of agriculture, and to acquire a thorough understanding of any special treatise sanctioned as a class book in agriculture by the Commissioners.

During the attendance of a Teacher at the Albert Institution, for a six weeks' course of instruction in agriculture or dairying, salary and results fees will be allowed to the Teacher for the period, provided (a) the teacher's school is kept open by an assistant or other competent person, or (b) is closed by the Manager for the ordinary vacation during such period. In the latter case the limit of vacation within the year would be extended by a fortnight—Rule 112.

Teachers admitted to the Institution are provided with board, lodging, washing and medical attendance *gratis*, but must defray their own actual travelling expenses to and from the Institution.

PROGRAMME OF ENTRANCE COMPETITIVE EXAMINATION FOR FREE AGRICULTURAL PUPILS.

Reading.—Any passage selected in the Fifth Book of Lessons.

Writing.—Candidates are expected to write a legible hand with facility.

Spelling.—Tested by writing from dictation any passage selected from the Fifth Book of Lessons.

Grammar.—Parsing sentences in Fourth Book of Lessons.

Appendix. *Geography.*—The general outlines of Mathematical and Local Geography.
Rules and Regulations of Commissioners. *Arithmetic.*—Fractions, Simple and Compound Proportion, Practice, and Interest.

Book-keeping.—The Board's Text Book on the subject.

Mathematics.—The First and Second Books of Euclid, and the Mensuration of Superficies.

Agriculture.—The Agricultural Text Books published and sanctioned by the Board.

XVII.

MUNSTER MODEL AGRICULTURAL AND DAIRY NATIONAL SCHOOL

This Institution, which is within three miles of Cork, was established for the purpose of affording instruction in the science and practice of Agriculture to the sons of farmers and others.

A Local Committee co-operates with the Commissioners of National Education and their officers in watching over the interests of the School, in collecting local funds, and in applying these funds to objects which they think best calculated to promote Agricultural Education in Munster.

There are two main departments of the Institution :—

- I. The instruction and training of the sons of farmers and others in the best modes of developing the resources of the land.
- II. The instruction of the daughters of farmers and of others in improved modes of dairy management.

On the farm attached to the School, which comprises 126 acres, experiments are carried out on all matters of practical interest in agricultural work, such as the use of manures, cropping of land, feeding of cows, both Summer and Winter, rearing of calves, &c.

AGRICULTURAL SCHOOL.

The arrangements for the training of farmers' sons embrace instruction in the science and practice of agriculture, with practical demonstration in the most approved means and appliances used in the cultivation and general management of land, and dairying in all its branches.

Instruction is also imparted in the general branches of education, including farm accounts, land surveying, levelling and mapping, &c.

Lectures are given (1) in Agriculture and in Natural History, including the habits of parasites and insects which injure farm crops, &c.; (2) in Chemistry and Geology, in their application to agriculture, by a Chemist; (3) in the structure and diseases of farm animals, by a Veterinary Surgeon.

There is one Session in each year for Agricultural Students, from August 20th to December 20th.

The fee for the Session is £7, payable in advance to the Commissioners.

Non-Resident or Extern Students are admitted on paying a fee of £2 for an entire session; or 10s. for each separate course of Lectures as set forth above.

At the end of each Session the Students are examined under the direction of the Commissioners of National Education, and prizes, presented by the Royal Dublin Society, are awarded to the most deserving, according to the following scale, which is subject to revision by the Local Committee :—

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sioners.

| Prizes calculated upon a maximum of 23 Pupils, £1 per Pupil being allocated. | Agriculture, &c., &c. | Chemistry and Geology. | Veterinary. | Farm Accounts, Land Surveying, &c. |
|--|-----------------------|------------------------|-------------|------------------------------------|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| First Prize, | 3 10 0 | 2 10 0 | 2 10 0 | 2 10 0 |
| Second Prize, | 2 10 0 | 1 10 0 | 1 10 0 | 1 10 0 |
| Third Prize, | 1 10 0 | 1 0 0 | 1 0 0 | 0 10 0 |
| Fourth Prize, | 1 0 0 | — | — | — |

A Student whose conduct is satisfactory may enter for a second term

DAIRY DEPARTMENT.

The training of young women of the agricultural classes in Dairy Management includes :—

- I. Elementary instruction in the nature of food, and the feeding of milch cows; and in the nature of milk and its products.
- II. Practical demonstrations in the most approved systems of Dairy Management.
- III. Such other subjects as the Commissioners and Committee may determine.

The making of butter is carried on with ordinary appliances as well as with the most approved, including practical instruction in the Factory System, and use of the Separator.

There are three Sessions, or Terms, of two months each, in the year, viz :—

| | |
|------------------------------------|---------------------------|
| First Session commencing | 1st Wednesday in January. |
| Second " | 3rd Wednesday in March. |
| Third " | 4th Wednesday in May. |

The Fee for each Term is £3 3s., payable in advance.

Non-resident or Extern Students are admitted at a Fee of 15s. for the Session.

At the end of each Term an Examination is held under the direction of the Commissioners of National Education, and Scholarships, and Prizes presented by the Royal Dublin Society, are awarded to the most meritorious Students.

Three Scholarships are offered for competition at the end of each Session, and will be awarded on total marks of over 75 per cent. gained for :—

- 1st. Proficiency as tested by examination.
- 2nd. Butter making.
- 3rd. General Dairy Business.
- 4th. Best Note Book.

Other Pupils who pass creditably in these subjects will be awarded such prizes as the Examiners may recommend.

Appendix B. N.B.—A Scholarship consists of a free place, value £3 3s. for one session, to be held within twelve months from date of examination. Any pupil remaining two sessions within twelve months, and passing the prescribed Examination, will be awarded a Diploma.

POULTRY AND BEES.

Instruction will also be given in the rearing and feeding of Poultry and Bee-keeping.

COOKERY AND SEWING CLASSES.

Under the superintendence of a Ladies' Committee, classes are held during the Dairy Pupils' term for instruction in Cookery and the economical management of food.

Attendance at these classes is not compulsory, and there is no extra fee. Prizes are awarded to the Pupils at the end of the term according to their proficiency. They consist of cooking utensils to the value of—First Class, 7s. 6d.; Second, 5s. These cooking utensils to be selected by the winner of the prize. These prizes are given by the Ladies' Committee, who also give Special Prizes for tidiness and needlework.

Members of the Ladies' Committee visit the school regularly during the Dairy Pupils' term.

The fees named above cover board, lodging, washing, and medical attendance.

In every case of contagious disease or severe illness, a student will be sent home, or to a hospital approved of by the medical attendant.

Prospectus, forms of application, &c., can be had on application to the Secretaries, Education Office, Marlboro'-street, Dublin; from the Superintendent, Munster Agricultural School, Cork; the Hon. Secretary to the Local Committee, Cork; or from the Secretary to the Committee, Cork.

XVIII

QUALIFICATIONS REQUIRED OF PUPIL-TEACHERS IN MODEL SCHOOLS, AT ENTRANCE, TERMS OF THEIR ADMISSION, COURSE OF TRAINING, AND GENERAL TREATMENT.

I. (a.) The number of Pupil Teachers to be admitted to each Model School depends upon the accommodation provided for them, or the educational facilities available for their preliminary training. (b.) Candidates must be prepared for examination in the course prescribed for second examination of Sixth Class.

II. (a.) The appointments of Pupil Teachers date from 1st August only. (b.) Pupil Teachers are admitted for one year's service, but may be continued for a second year. (c.) After the completion of their first year of service, on passing a satisfactory examination in the course for Third Class Teachers, Pupil Teachers, if of sufficient age, will be

placed in Second Division of Third Class; and after completion of a second year of service they will, on same condition, be promoted to First Division of Third Class.

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sioners.*

III.—Candidates selected for the Office of Pupil-Teacher should, as a rule not be under sixteen, or above twenty years of age; they must be of a sound and healthy constitution, and free from any physical or mental defect at all likely to impair their usefulness as Teachers. They should also be furnished with a Medical Certificate, and with a Certificate of character from the Clergyman under whom they have been brought up.

IV.—A sum of £1 10s. per quarter may be awarded to each Pupil-Teacher retained for a second year, provided he be favourably reported on as to his conduct, proficiency in study, &c., by the Inspector. At the end of first year he will be awarded a gratuity not exceeding 30s. if recommended by the Inspector.

V.—In the District Model Schools Male Pupil-Teachers are lodged and boarded at the expense of the Commissioners, their dietary being prescribed by the Board. Pupil-Teachers are not boarded in Minor Model Schools. Extern Pupil-Teachers, male and female, receive an allowance of £26 per annum with the gratuities and allowances specified in Section IV.

VI.—Pupil-Teachers will be granted actual travelling expenses when first entering the Model Schools and on finally leaving them; also, for going home and returning at the time of Midsummer and Christmas Vacations; but if the expenses of going and returning at Christmas exceed 30s., the excess will not be allowed.

VII.—The Commissioners grant books to the amount of 10s. to Pupil-Teachers on joining Model Schools, which they are free to take with them at the close of one year.

VIII.—The examination and selection of Candidates are made by the Head and District Inspectors—and to these Officers communication should be made by all persons seeking admission into these Institutions.

XIX.

MODEL NATIONAL SCHOOLS, MARLBOROUGH-STREET.

The Model Schools, Marlborough-street, consist of ten distinct departments, each under its own special organization, subject to such adjustments in respect to the staffs and pupils as the Commissioners may from time to time direct, and are designed to exhibit the most approved methods of conducting National schools, and to afford to the Teachers in training in the Board's Training College an opportunity of practising the Art of Teaching daily under the Professors of Training, and the Teachers of the Model Schools.

The salaries of the Principal and Assistant Teachers are paid according to special rates approved by the Lords of Her Majesty's Treasury.

These Teachers, in addition to their salaries, receive a portion of the school fees as determined by the Commissioners in each case, and a share of the results fees. The Pupil Teachers and Monitors are paid at the same rates as those who serve in the other model schools. See Rules 210 to 215, p. 37.

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sioners.

XX.

REPAYMENTS to be MADE by TEACHERS TRAINED at the PUBLIC EXPENSE ENTERING the CIVIL SERVICE.

The Lords of Her Majesty's Treasury have applied the Rule enforced in England for many years past—that teachers trained at the cost of the State shall repay the cost of their training before they are allowed to enter the Civil Service. The rule is—

“(a) Pupil teachers, or those who have been so, for each £26 will have to pay £8 13s. 4d. or a less sum in proportion. (b) Persons admitted as Queen's scholars to a Training College will have to repay the amount expended by the State upon their training. (c) The sums to be severally reducible by one-thirtieth for each year served after the end of the training in elementary schools for the poor.”

XXI.

The following Table, sanctioned from 1st July, 1887, shows the maximum staff which under any circumstances can be recognised in National Schools. But see Rules 180 and 239.

| Average daily Attendance. | | In addition to a Principal.* | |
|---------------------------|--------------|------------------------------|-----------|
| | | Assistants. | Monitors. |
| 40 | but under 50 | — | 1 |
| 50 | " 70 | — | 2 |
| 70 | " 105 | 1 | 2 |
| 105 | " 120 | 2 | 2 |
| 120 | " 140 | 2 | 3 |
| 140 | " 155 | 3 | 3 |
| 155 | " 175 | 3 | 4 |
| 175 | " 190 | 4 | 4 |
| 190 | " 210 | 4 | 5 |
| 210 | " 225 | 5 | 5 |
| 225 | " 245 | 5 | 6 |
| 245 | " 260 | 6 | 6 |
| 260 | " 280 | 6 | 7 |
| 280 | " 295 | 7 | 7 |
| 295 | " 315 | 7 | 8 |
| 315 | " 330 | 8 | 8 |
| 330 | " 350 | 8 | 9 |
| 350 | " 365 | 9 | 9 |
| 365 | " 385 | 9 | 10 |
| 385 | " 400 | 10 | 10 |
| 400 | " 420 | 10 | 11 |
| &c. | &c. | | |

The above scale applies to appointments to assistantships made since 14th May, 1879.

* In schools where Assistants having vested interests under the old scale of averages are employed, the number of Monitors, if recognised, will be diminished according to the excess in the number of Assistants over the number available per the above scale.

XXII.

Appendix B.

INSTRUCTIONS to MANAGERS of NATIONAL SCHOOLS as to method of paying TEACHERS' SALARIES.

Rules and Regulations of Commissioners.

1. Managers of National Schools are informed that, with a view to facilitating payment of salaries to National Teachers, the Lords of Her Majesty's Treasury have, with the concurrence of the Post Office Department and the Commissioners of National Education, appointed the use of a Form to supersede both the Post Office Money Order and the Receipt Form, previously in use.

2. A supply of the form, sufficient for the wants of the school should be applied for, and a due reserve kept on hands. It is also of much importance that these forms be kept in safe custody, and used only as required when the times of salary payments come round.

3. When forwarding the forms to the Education Office for authorization of payment, care should be taken *not to attach them* by means of gum or other adhesive matter to the accompanying Quarterly Return, or to an enclosing envelope, should such be used, lest the forms should become mutilated in the opening, and thus be rendered invalid.

4. When a number of the forms are forwarded for the same school they should be pinned together.

5. It is also requested that Managers will see, before certifying the Quarterly Returns, that the NAME OF THE MONEY ORDER OFFICE at which the salary is to be paid, is entered thereon, and that it corresponds with the name entered at part 1 of the application form.

6. In case there are more teachers than one to be paid, and that some particular payment is to be made at a money order office not in the locality of the school (as may occur when a teacher has gone to another school), such office should be indicated on the Quarterly Return as well as on the application form.

7. The form is called "Teachers' Money Order."

8. Should any manager fail to receive back the form, authorized for payment, on the 15th day after the close of the quarter, he should then, but not earlier, inform the Office of its non-arrival, giving name and roll number of school, name of teacher, and of money order office, when the matter will be forthwith investigated.

9. In cases of Gratuities and Results fees, &c., the amounts of which are always determined in the Education Office, Money Orders will be drawn in the office and will be thence issued for payment.

XXIII.

HALF-TIME PUPILS ATTENDING NATIONAL SCHOOLS.

The Commissioners having had under consideration the case of factory children who attend National Schools for half time, have decided that the following attendances qualify such pupils for presentation for fees to the teachers at the annual results examinations, viz. :—

| | |
|-------------------------------|-----|
| 200 days of 2 hours a day. | } * |
| 135 days of 3 hours a day. | |
| 100 days of 4 hours each day. | |
| 80 days of 5 hours each day. | |
| 66 days of 6 hours each day. | |

The teachers shall adopt such a system of marking half-time pupils who attend for more than four hours, as will afford a means of check on the accuracy of the records.

* The time fixed must be two or more complete hours. Fractions of an hour cannot be included.

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sioners.

XXIV.

RESULTS FEES.

Under the ordinary regulations, Results Fees are payable as follows:

- (a.) To Schools in Contributory Unions (under the Act 38 and 39 Vict., cap. 96), the full amount in the proportion of two-thirds from the Imperial grant, to one-third contributed from the local rates.
- (b.) To Schools in Non-Contributory Unions, one-third only of the full amount that would be payable if Schools were in Contributory Unions.

RESULTS FEES CONTINGENT ON LOCAL AID.

The Commissioners of National Education have received the sanction of the Lords of Her Majesty's Treasury to the payment of Contingent Results Fees to Schools situated in Non-contributory Poor Law Unions, on the following principle:—

- (a.) If the Local Aid equals the Contingent Moiety, the entire of such moiety will be payable.
- (b.) If the Local Aid falls short of the Contingent Moiety, only a part of such moiety equivalent to the Local Aid will be payable.

This concession has been secured on the understanding that the efforts to develop adequate and liberal local contributions will not be relaxed. The Commissioners trust that the Managers of Schools will endeavour to stimulate local effort, bearing in mind that the grants of salary and Results Fees are only in aid of the incomes of the Teachers, and are not intended to supersede the contributions of the localities.

The Certificate which the Teachers and Managers are called upon to make is intended to insure that the amount to be locally provided by the Managers of the Schools towards the Teachers' incomes shall be in cash, and that it shall be *bona fide* raised and paid to the Teachers within the twelve months ended the last day of the Results Period, or, if such period exceeds twelve months, within such extended Results Period.

Should it appear in any case that the amount was provided by the Teacher himself, or that it was advanced by the Manager or any other person with an understanding that he was to be recouped by the Teacher, the Commissioners would regard such a proceeding as a violation of the conditions under which the grant is made.

In furnishing their Results Reports, Inspectors are required to certify as to the amount of Local Aid received (in cash) by the School Staff of each School during the Results period, and duly recorded in the Roll Book and Report Book.

In case of an Evening school, attached to a Day school, if the local contributions specified on Day School Return are sufficient to meet conditions for both Day and Evening school, Results Fees first and second moieties may be paid.

XXV.

TRAVELLING AND LODGING ALLOWANCE; UNCLASSED TEACHERS AND MONITORS. ANNUAL EXAMINATIONS.

I. Where there is no Railway, or other public conveyance to place of examination, the actual expenses may be allowed, provided the total cost for the entire journey each way does not exceed 2½d. per statute mile.

II. Where there is a public conveyance available, the fare payable thereby is allowed, provided the total cost for the entire journey each way does not exceed $2\frac{1}{2}d.$ per statute mile.

III. For Railway journeys, third class fare only is allowed to Males, but second class fare may be allowed to Females when they have paid it.

IV. The Lodging Allowance may be estimated at 2s. per night for each day of the examination, with one night additional when the school is situated at an inconvenient distance from the place of examination.

V. No expenses are payable when the school is under four statute miles from the town where the examination is held.

VI. Unclassed Teachers who have already been examined for classification either as Teachers or Monitors are not entitled to any allowance.

VII. No expenses will be paid to classed Candidates for promotion, under any circumstances. The same rule applies to Candidates for Model School appointments, to Candidates for Certificates of Competency to teach extra subjects, and to Candidates for admission to Training Colleges.

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sioners.

XXVI.

FREE STOCK.

Scale of Grants made to new Schools, &c.

| Class. | Average Attendance. | Amount of Free Grant. | Amount to be purchased as Sale Stock. | Class. | Average Attendance. | Amount of Free Grant. | Amount to be purchased as Sale Stock. |
|--------|-----------------------|-----------------------|---------------------------------------|--------|---------------------|-----------------------|---------------------------------------|
| | | £ s. d. | £ s. d. | | | £ s. d. | £ s. d. |
| 1 | 50 Children or under, | 4 0 0 | 1 5 0 | 16 | 401 to 425 | 11 10 0 | 3 0 0 |
| 2 | 51 to 75 | 4 10 0 | 1 7 6 | 17 | 426 to 450 | 12 0 0 | 3 0 0 |
| 3 | 76 to 100 | 5 0 0 | 1 10 0 | 18 | 451 to 475 | 12 10 0 | 3 0 0 |
| 4 | 101 to 125 | 5 10 0 | 1 12 6 | 19 | 476 to 500 | 13 0 0 | 3 0 0 |
| 5 | 126 to 150 | 6 0 0 | 1 15 0 | 20 | 501 to 525 | 13 10 0 | 3 10 0 |
| 6 | 151 to 175 | 6 10 0 | 1 17 6 | 21 | 526 to 550 | 14 0 0 | 3 10 0 |
| 7 | 176 to 200 | 7 0 0 | 2 0 0 | 22 | 551 to 575 | 14 10 0 | 3 10 0 |
| 8 | 201 to 225 | 7 10 0 | 2 0 0 | 23 | 576 to 600 | 15 0 0 | 3 10 0 |
| 9 | 226 to 250 | 8 0 0 | 2 0 0 | 24 | 601 to 625 | 15 10 0 | 4 0 0 |
| 10 | 251 to 275 | 8 10 0 | 2 0 0 | 25 | 626 to 650 | 16 0 0 | 4 0 0 |
| 11 | 276 to 300 | 9 0 0 | 2 0 0 | 26 | 651 to 675 | 16 10 0 | 4 0 0 |
| 12 | 301 to 325 | 9 10 0 | 2 0 0 | 27 | 676 to 700 | 17 0 0 | 4 0 0 |
| 13 | 326 to 350 | 10 0 0 | 2 10 0 | 28 | 701 to 725 | 17 10 0 | 4 0 0 |
| 14 | 351 to 375 | 10 10 0 | 2 10 0 | 29 | 726 to 750 | 18 0 0 | 4 0 0 |
| 15 | 376 to 400 | 11 0 0 | 2 10 0 | 30 | 751 to 775 | 18 10 0 | 4 0 0 |
| | | | | 31 | 776 to 800 | 19 0 0 | 4 0 0 |

XXVII.

PRIVATE CONTRIBUTION FUNDS TOWARDS NATIONAL EDUCATION.

THE CARLISLE AND BLAKE PREMIUM FUND.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools* the interest accruing from the Private Bequests' Fund in premiums, to be called "The Carlisle and Blake Premiums."

* Teachers of Model Schools, Convent Schools, or other special Schools are not eligible for this premium.

Appendix B. 2. The interest from the accumulated funds available for premiums now amounts to £80 a year, and this sum will be distributed in premiums of £5 each—one for the most deserving Principal Teacher in each of the Districts every fourth year, upon the following conditions:—

- (a.) That the average attendance and the regularity of the attendance of the pupils are satisfactory.
- (b.) That a fair proportion of the pupils have passed in the higher classes.
- (c.) That, if a boys' or mixed school, taught by a master in a rural district, agriculture is fairly taught to the boys of the senior classes; and, if a girls' school (rural or town), needlework is carefully attended to.
- (d.) That the state of the school has been reported, during the previous two years as satisfactory in respect to efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

3. No teacher will be eligible for a premium twice in succession.

4. The names of the teachers to whom premiums are awarded will be published in the annual report of the Board.

THE WORSHIP FUND.

ALLOCATION of the BEQUEST of the late REV. W. T. WORSHIP, of BEESTON, NORFOLK.

The annual interest on £100, bequest of the late Rev. W. T. Worship, Rector of Beeston, Norfolk, is allocated by the Commissioners as premiums to two of the teachers sent up for training, who shall, upon examination by the Professors, appear best prepared in the school-books of the Board for entering on the course of training, in the Commissioners' College, Marlborough-street.

REID PRIZES AND EXHIBITIONS FUND—(CO. KERRY).

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of *Bombay*, who bequeathed £9,435 towards the advancement of education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest by the Commissioners of National Education:—

PART I.

During the five years' service of a Monitor there are two Principal Examinations, viz.:—one at the end of his Third Year and the other at the end of his Fifth Year. After each of these Principal Examinations

the Reid prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of prizes:—

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sioners.

| (a.) AT END OF MONITOR'S THIRD YEAR OF SERVICE:— | | | | (b.) AT END OF MONITOR'S FIFTH YEAR OF SERVICE:— | | | |
|---|---|---|-----|---|---|---|-----|
| First Prize | . | . | £20 | First Prize | . | . | £25 |
| Second " | . | . | 18 | Second " | . | . | 22 |
| Third " | . | . | 16 | Third " | . | . | 20 |
| Fourth " | . | . | 14 | Fourth " | . | . | 18 |
| Fifth " | . | . | 12 | Fifth " | . | . | 16 |
| Sixth " | . | . | 10 | Sixth " | . | . | 14 |
| £90 | | | | £115 | | | |

PART II.

The Trustees also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their course of training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on without dropping a year to the degree of Arts.

The recommendations of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

XXVIII.

PUPILS of INDUSTRIAL SCHOOLS (certified under the Industrial Schools Act) attending NATIONAL SCHOOLS.

(a.) The accounts of the attendance, &c., of Industrial School pupils must be perfectly separate and distinct from those of the ordinary pupils of the National School. Separate registers, roll books, and daily report books must always be used.

(b.) The attendances of the certified Industrial School pupils must be returned by the Inspector, in a supplemental report, and by the Manager, in the quarterly returns, separately from the ordinary pupils, so that payment may not be made by this Board for the instruction of the Industrial School pupils—such payment being made directly by the Industrial Schools Department.

(c.) It seems very desirable, if not absolutely necessary, that Industrial pupils attending a National School should be instructed in precisely the same manner as the ordinary day pupils, because it would seriously interfere with the organization and working of the school, and greatly embarrass both teachers and Inspectors if the former class of pupils were taught according to a programme different from that adopted in the case of the latter.

(d.) The Industrial School pupils are to be examined at each inspection, and it is considered desirable that such pupils, provided they have been regularly instructed along with the ordinary day pupils, and in the same programme, should not be examined separately. At the results examination their names should be entered on a separate examination roll, in order that they may not be mistaken for pupils for whom results fees are to be awarded, but there should be no difference made in the actual examination, and the condition of 100 days' attendance is to be fulfilled. They should be examined simultaneously with the day pupils.

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sioners.

XXIX.

BOARDED-OUT PAUPER CHILDREN ATTENDING NATIONAL SCHOOLS.

Regulation adopted by the Local Government Board, with the approval of His Grace the Lord Lieutenant :

"The child shall, when of sufficient age to attend school, be made to attend the nearest National school, or other public school, and to remain there during the ordinary school-hours ; and a certificate of such attendance, signed by the teacher and showing the days of absence, shall be given to the Relieving Officer each month, provided that if the school be not a National school the child shall be examined annually by an Inspector of the Commissioners of National Education at a convenient time and place, and the results of the examination reported to the Board of Guardians."

The Commissioners have intimated to the Local Government Board that with regard to "boarded-out" pauper pupils attending schools that are not National, their District Inspectors will be prepared to examine them at the Workhouse nearest or most convenient to them.

Also, that the Inspector will give at least one month's notice of his intended examination, when it will be for the Poor Law authorities to secure the attendance of the "boarded-out" children ; and that the Inspector will, in each case, leave an abstract of the answering of each of the children with the Master of the Workhouse in which the examination is held.

As nearly all the Workhouses have National schools attached to them, it is presumed that in many cases Inspectors will have the opportunity of examining the children referred to along with the Workhouse pupils at the Annual Results Inspection.

XXX.

CHILDREN coming within the meaning of the FACTORY ACT.

1. The 26th Section of the Factory Act, 1878 (41 Vic., ch. 16), provides that when a child of the age of thirteen years has obtained from a person authorized by the Education Department a Certificate of having attained such standard of proficiency in Reading, Writing, and Arithmetic, or such standard of previous due attendance at a certified efficient School * * * that child shall be deemed a young person for the purposes of this Act.

2. Inspectors are required to see that Certificates under the Act are issued in the cases contemplated by the 26th Section above referred to.

3. In order to carry out the regulations prescribed by the Lord Lieutenant in Council, the Commissioners of National Education have issued the following instructions to their Inspectors, viz :—

- (a.) That they take care that the Teachers of National Schools in localities in which factories are situated, shall be informed as to the nature and object of the Education Section of the Factory Act.

- (b.) That such Teachers be required to give notice to the Inspector, at least fourteen days prior to the date appointed for the Annual Results Examination of their Schools, if any of their pupils, or others entitled, have signified their desire to be examined with a view to obtaining "Certificates" under the Act. *Appendix B.
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of Commissionsers.*
- (c.) That upon receipt of this information the Inspectors shall transmit to them forms of Notice and "Examination Schedule." The latter should be prepared by the Teacher, in duplicate, at the same time as the ordinary Examination Roll, and should contain the names of all those referred to at par. (b).
- (d.) That in the case of pupils who had given the necessary number of attendances, their names should also be entered on the ordinary Examination Roll, &c., and the Teacher required to transcribe on the Promotion Sheet the proper form of authorization, which should be signed by the Inspector before transmitting the list of promotions to the School. *The Duplicate of the "Examination Schedule" should be returned at the same time as the Promotion Sheet.*
- (e.) That Certificate books shall be supplied to Schools through the Inspectors, as occasion may require; and that the books be preserved by Teachers as School Records.

The Inspectors of National Schools are required to co-operate in every way in their power with the Sub-Inspectors of Factories in Ireland, whose duty it is to see that the provisions of the Factory Act are fully complied with.

The Inspector of the District, after his yearly visit to a school, will grant such certificates as may be required for scholars who have reached the standard prescribed by or pursuant to the provisions of any Act for regulating the education of children employed in labour.

The Inspector may depute his assistant, or the *classified* teacher of the school, to sign these certificates.

Certificates will be issued for those scholars only who may pass in all the three subjects in the prescribed standard, or in a higher standard.

For the purpose of granting these certificates, the Inspector, or his assistant will examine—

- (a.) Scholars in the school, whether they have made 100 attendances or not.
- (b.) Other children, not being scholars in the school (allowed by the Managers to attend) on the day of Inspection.

If there is no school under inspection at which the children of any parish, or group of parishes, for whom certificates are required, can conveniently attend for examination, application for a special examination may be made by any person interested in procuring such certificates, subject to the following regulations:—

- (a.) The application shall be sent to the Inspector for the district not less than 14 days before the date at which it is desired that the examination should be held.
- (b.) The applicant must specify the number of children (not less than 15) to be presented for examination, and must undertake—

That all children within the parish, or group of parishes, for whom certificates are needed, will be summoned to and allowed to attend the examination; and

That a convenient room will be provided for the examination at such day and hour as shall be fixed by the Inspector.

The applicant must satisfy the Inspector that he is a proper person to conduct the preliminary proceedings, and, if necessary, to receive for distribution the certificates which may be granted after examination.

FORM OF AUTHORIZATION.

I hereby depute the Teacher of the _____ National School to issue to the pupils who have passed in the fourth class such certificates as may be required to prove that they have reached the standard of proficiency prescribed by or pursuant to the provisions of the Factory Act.

_____ Inspector of National Schools.

_____ Date.

EXAMINATION SCHEDULE.

District No. _____

_____ National School.

Roll No. _____

_____ Teacher.

List of Children desirous of obtaining Certificates of Proficiency under Section 26 of the Factory Act, 1878.

| No. | A. Name. | B. Age last Birthday. | C. Results of Examination. | | |
|-----|-------------|-----------------------------|-------------------------------|----------|-------------|
| | | | Reading. | Writing. | Arithmetic. |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| &c. | | | | | |

I certify that the children named in the foregoing Schedule have passed in the subjects of Reading, Writing, and Arithmetic, in the prescribed programme, not lower than Fourth Class, except in those cases where a cipher is set opposite the name; and I hereby depute the teacher for the time being of the school named on the first page of this Schedule to issue accordingly, under his or her hand, for the children against whose names no ciphers appear in any of the subdivisions of column C, such Certificates as may be required to prove that they have reached the standard of proficiency prescribed by or pursuant to the provisions of the Factory Act.

Given under my hand, this _____ day of _____, 188 .

Inspector of National Schools.

Name of Child, _____

CERTIFICATE UNDER FACTORY ACT.

Age last Birthday, _____

_____ National School.

Date of Exam*—day of ———— 188—

I, being the Teacher of the above-named School, do hereby, in pursuance of authority for that purpose delegated to me under the hand of _____ Inspector of National Schools, certify that _____ aged _____ (last birthday) has passed the requirements for _____ Class under the rules of the Commissioners of National Education in Ireland,

No. on Schedule, ————

Date—day of ———— 188—

Signed this—day of ———— 188—

Signature of Teacher _____

Signature _____

XXXI.

RULES as revised 11th December, 1885, for the ADMINISTRATION
of the TEACHERS' PENSION FUND, Act 42 & 43 Vic., cap. 74.

EXTRACTS FROM THE ACT.

SECTION 9.

From and after the commencement of this Act, every classed teacher of a National school shall, unless permitted by the Commissioners of Education to continue in the service, retire at the age of sixty-five years in the case of males, and at the age of sixty years in the case of females.

SECTION 6.

It shall be lawful for the Lord Lieutenant, with the consent of the Treasury, to grant to any classed teacher of a National school in Ireland, on his retirement from the service, a pension or gratuity according to the scale, and subject to the provisions contained in the schedule to this Act, chargeable upon the pension fund, and to be paid in the prescribed manner.

If any question arises as to the claim of any person or class of persons for a pension or gratuity under this Act, it shall be referred to the Treasury, whose decision shall be final.

SECTION 11.

The schedule to this Act shall be construed and have effect as part of this Act. The rules in the schedule to this Act may from time to time be revoked, varied, and added to by the Lord Lieutenant with the consent of the Treasury.

Qualifications for Admission to the Pension System.

1. The following rules will be substituted for the rules in the schedule to the Act 42 & 43 Vic., cap. 74, and will take effect from and after the 1st January, 1886. They will apply to all teachers except those who, having been in the service on the 1st January, 1880, have omitted to bring themselves under the operation of the Act.

2. A teacher appointed or re-appointed on or after the 1st January, 1886, shall not be eligible to subscribe for pension under the Teachers' Pension Act unless:—

(a.) If appointed for the first time, he be on appointment under 35 years of age, or under the age of 45 years provided he come from some educational organization and satisfy the Commissioners of National Education that he has been continuously employed from the 1st January, 1880, as a public teacher.

(b.) If re-appointed after an interval of more than ten years, he be at the time of re-appointment under the age of 35 years (or 45 years provided he satisfy the Commissioners of National Education that he has been continuously employed as a public teacher under some educational organization from the age of 35 years).

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sioners.

(c.) If re-appointed after an interruption of five years' service or upwards, the Commissioners of National Education certify that the teacher has satisfied them as to his health in the same manner as if he were appointed for the first time.

3. Each Teacher shall be required to produce proof of age, satisfactory to the Superintendent of the Teachers' Pension Office.

Class A and Class B.

4. From and after the 1st January, 1886, teachers will be divided into two classes, viz., Class A and Class B.

Class A will consist of all teachers appointed from and after the 1st January, 1886; and of such teachers on the establishment of the Pension Fund on the 31st December, 1885, as shall elect to come under the rules for Class A.

Class B will consist of teachers on the establishment of the Pension Fund on the 31st December, 1885, who have omitted, within the period prescribed for choice, to elect to join class A.

5. As soon as may be a circular will be despatched to each teacher from the Teachers' Pension Office, explaining to him the conditions on which he can join Class A.

If he desire to join class A, he must signify his wish on the form provided for the purpose within thirty days from the date of the Circular. The decision so communicated will be final.

If no reply be received within the time specified the teacher will be regarded as electing to remain under the former conditions: that is,—on Class B.

6. A teacher who shall have paid premiums before the 1st January, 1886, and shall have interrupted his service before that date shall, if re-appointed within five years from the date of quitting the service have the option of rejoining in Class A or Class B.

Classification.

7. The first division of the first class and the second division of the first class shall be regarded as separate classes, and as regards teachers in the service before the 15th August, 1879, the old second division of the first class, and the old first division of the second class shall be regarded as separate classes, except for purposes of establishment when they shall be respectively regarded as in the present second division of the first class and in the second class.

8. For the purposes of the Act, probationary or provisional classed service shall reckon as service in the third class.

9. For the purposes of the Teachers' Pension Act, a classed teacher appointed on or after the 1st January, 1886, to be an assistant teacher in an ordinary National school, shall be held to be of the third class, so long as he remain an assistant teacher. This rule will not apply to any teacher paying premium under the Teachers' Pension Act before the 1st January, 1886.

10. For the purposes of the Act the several classes of teachers above the third class shall be deemed to consist of the following numbers (hereinafter called "the standard numbers"); that is to say,

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sioners.

| Males. | Females. |
|--|--|
| First Class—First Division, . . . 150 | First Class—First Division, . . . 130 |
| First Class—Second Division, . . . 410 | First Class—Second Division, . . . 350 |
| Second Class, 1,850 | Second Class, 1,550 |

Should the teachers actually paying premiums in any class above the third class reach at any time the standard number, a teacher thereafter promoted to such higher class shall continue to pay the premiums and be entitled to the pension of the class below until a vacancy occurs in the standard number of the teachers paying the premium of such higher class, when he shall be entitled to claim to pay the increased premium assigned to his then age, and to secure the pension of the higher class. If the total number of male classed teachers paying premiums exceeds five thousand three hundred, or the total number of female classed teachers paying premiums exceeds five thousand four hundred, the junior teachers in excess of those numbers shall not be entitled to the benefits of this Act until by seniority they come within such numbers, and their so coming within such numbers shall be held for all purposes of the Act, except the reckoning of service under Art. 12, to be their appointment to the service.

If the first division of the first class be not full, the number in the second division may exceed the standard number, provided the total for the two divisions be not exceeded. Similarly, if the first and second divisions of the first class together be not full, the number in the second class may exceed the standard number, provided the total number allowed for the first and second classes be not exceeded.

If the number allowed for any class be (subject to the above arrangement) full, and if a teacher who has temporarily withdrawn from the service return thereto, such teacher shall be borne as supernumerary of the class until a vacancy occur, into which he can be absorbed.

11. Notwithstanding any provision to the contrary, a teacher already paying premiums if promoted to a higher class, may elect to reject the pension privileges of such class, to which he is promoted.

Rejection under this Article of the Pension Rights of a class shall be final.

Definition of Service.

12. For all purposes of the Teachers' Pension Act, service shall only count for such period as the teacher shall have been in receipt of salary or other emolument from the Commissioners of National Education, out of moneys voted by Parliament, as remuneration for duty in a Model or ordinary National school. Service shall not count if given by a male teacher before the age of twenty-one years, or by a female teacher before the age of eighteen years.

13. In computing service for pension, the aggregate period of absence shall be the total of the several periods not counting as service under Article 12 which shall have occurred between the teacher's entering the service or attaining the age from which service counts (whichever event

Appendix B. may last happen) and the teacher's finally quitting the service, or attaining the age for compulsory retirement (whichever event may first happen).
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Payment of Premiums.

14. There shall be deducted from the quarterly salary payable to a classed teacher one-fourth part of the premium shown against the age of the teacher at the time of appointment in Column I of Table I., or of Table II. (according to whether he belongs to Class A or Class B). In the case of a teacher not in receipt of quarterly salary, the deduction may be made from any other moneys payable periodically to the teacher as remuneration out of the votes of Parliament, provided that the stoppage for a period of twelve months shall not be less than the sum named in Table I. or Table II., as the case may be.

If the Teacher's remuneration be insufficient to allow of such stoppage, the Teacher shall be deemed, for the purposes of the Act, to be out of the service until his remuneration be sufficient for the resumption of stoppages.

15. A teacher on promotion shall be required, subject to the condition in Article 11, to submit thereafter to a deduction, in addition to the premium already deducted, of the amount of premium shown for the class to which promoted, according to the age on promotion, in Table I. if he be in Class A, or Table II. if he be in Class B.

16. If a teacher is or has been appointed in the first instance to a class above the third, or if on promotion a teacher passes or has passed over a class, he shall nevertheless, subject to the condition in Article 11, pay in addition to the premium of his actual class the premium for each lower class.

17. If a teacher rejoin the service after interruption of service exceeding five years, he shall be regarded, for the purposes of the Act, as joining the service for the first time; his past premiums, if not already repaid to him, being treated as so much to his credit until exhausted in the payment of the new premiums.

18. A premium shall not be due until the quarter to which it relates is completed. The whole premium for a quarter shall be due at the end thereof, even though the teacher may not have been in the service for the whole of the quarter; but no premium shall be charged for service which shall terminate before the end of the quarter.

19. The rates of premium payable by teachers shall be as shown in the following Table I., for teachers of Class A, and in Table II. for teachers of Class B:—

[TABLE I.]

Appendix B.

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Commissioners.

TABLE I.

ANNUAL PREMIUMS payable by Teachers of Class A. to secure a deferred Pension.

| Age on Appointment or Promotion. | MALES, payable until 65 years of age or until the completion of 40 years service from the age of 21. | | | | FEMALES, payable until 55 years of age or until the completion of 40 years service from the age of 18. | | | | Age on Appointment or Promotion. |
|----------------------------------|--|---------------------------|---------------------------|---------------------------|--|---------------------------|---------------------------|---------------------------|----------------------------------|
| | Col. 1. Pension £35 | Col. 2. Pension £45 | Col. 3. Pension £50 | Col. 4. Pension £58 | Col. 1. Pension £15 | Col. 2. Pension £24 | Col. 3. Pension £27 | Col. 4. Pension £33 | |
| | 2nd Class. | 2nd Class. | 1st Class 2nd Div. | 1st Class 1st Div. | 2nd Class. | 2nd Class. | 1st Class, 2nd Div. | 1st Class 1st Div. | |
| 18 | £ 9 8 | £ 3 0 | £ 4 0 | £ 7 8 | £ 12 8 | £ 4 8 | £ 6 8 | £ 8 4 | 18 |
| 19 | £ 10 0 | £ 3 4 | £ 4 0 | £ 8 0 | £ 13 4 | £ 5 0 | £ 7 0 | £ 8 8 | 19 |
| 20 | £ 10 4 | £ 3 4 | £ 4 4 | £ 8 4 | £ 14 0 | £ 5 0 | £ 7 4 | £ 9 0 | 20 |
| 21 | £ 11 0 | £ 3 8 | £ 4 4 | £ 8 8 | £ 14 8 | £ 5 4 | £ 7 6 | £ 9 4 | 21 |
| 22 | £ 11 8 | £ 3 8 | £ 4 8 | £ 9 4 | £ 15 4 | £ 5 8 | £ 8 0 | £ 10 0 | 22 |
| 23 | £ 12 4 | £ 4 0 | £ 5 0 | £ 9 8 | £ 15 4 | £ 6 0 | £ 8 4 | £ 10 4 | 23 |
| 24 | £ 12 8 | £ 4 0 | £ 5 0 | £ 10 4 | £ 17 0 | £ 6 4 | £ 9 0 | £ 11 0 | 24 |
| 25 | £ 13 4 | £ 4 4 | £ 5 4 | £ 10 8 | £ 18 0 | £ 6 8 | £ 9 4 | £ 11 4 | 25 |
| 26 | £ 14 0 | £ 4 8 | £ 5 8 | £ 11 4 | £ 19 0 | £ 7 0 | £ 10 0 | £ 12 0 | 26 |
| 27 | £ 15 0 | £ 4 8 | £ 6 0 | £ 12 0 | £ 19 0 | £ 7 4 | £ 10 4 | £ 12 8 | 27 |
| 28 | £ 15 8 | £ 5 0 | £ 6 4 | £ 12 4 | £ 1 0 | £ 7 8 | £ 11 0 | £ 13 4 | 28 |
| 29 | £ 16 4 | £ 5 4 | £ 6 8 | £ 13 0 | £ 1 2 0 | £ 8 0 | £ 11 8 | £ 14 0 | 29 |
| 30 | £ 17 4 | £ 5 8 | £ 7 0 | £ 13 8 | £ 1 2 4 | £ 8 4 | £ 12 0 | £ 15 0 | 30 |
| 31 | £ 18 4 | £ 6 0 | £ 7 4 | £ 14 8 | £ 1 4 8 | £ 9 0 | £ 12 8 | £ 16 8 | 31 |
| 32 | £ 19 4 | £ 6 4 | £ 7 8 | £ 15 8 | £ 1 6 4 | £ 9 8 | £ 13 8 | £ 18 8 | 32 |
| 33 | £ 19 8 | £ 6 6 | £ 8 4 | £ 16 4 | £ 1 7 8 | £ 10 0 | £ 14 4 | £ 17 8 | 33 |
| 34 | £ 2 0 | £ 7 0 | £ 8 8 | £ 17 4 | £ 1 9 4 | £ 10 8 | £ 15 4 | £ 18 8 | 34 |
| 35 | £ 2 0 | £ 7 4 | £ 9 4 | £ 18 4 | £ 1 11 4 | £ 11 4 | £ 16 4 | £ 1 0 0 | 35 |
| 36 | £ 4 4 | £ 7 8 | £ 10 0 | £ 19 8 | £ 1 15 4 | £ 12 0 | £ 17 4 | £ 1 1 4 | 36 |
| 37 | £ 1 0 4 | £ 8 4 | £ 10 8 | £ 1 1 0 | £ 1 16 4 | £ 12 8 | £ 18 4 | £ 1 2 8 | 37 |
| 38 | £ 1 8 0 | £ 9 0 | £ 11 4 | £ 1 2 4 | £ 1 18 0 | £ 13 8 | £ 19 8 | £ 1 4 4 | 38 |
| 39 | £ 1 9 8 | £ 9 4 | £ 12 0 | £ 1 3 8 | £ 2 0 8 | £ 14 8 | £ 1 1 0 | £ 1 5 0 | 39 |
| 40 | £ 1 11 8 | £ 10 0 | £ 12 8 | £ 1 5 4 | £ 2 3 4 | £ 15 8 | £ 1 2 8 | £ 1 7 8 | 40 |
| 41 | £ 1 14 4 | £ 11 0 | £ 13 8 | £ 1 7 4 | £ 2 7 0 | £ 17 0 | £ 1 4 8 | £ 1 10 0 | 41 |
| 42 | £ 1 17 0 | £ 11 8 | £ 14 8 | £ 1 9 8 | £ 2 10 8 | £ 18 4 | £ 1 6 4 | £ 1 12 4 | 42 |
| 43 | £ 1 19 8 | £ 12 8 | £ 15 0 | £ 1 11 8 | £ 2 14 8 | £ 19 8 | £ 1 8 4 | £ 1 15 0 | 43 |
| 44 | £ 2 3 0 | £ 13 8 | £ 17 0 | £ 1 14 4 | £ 2 19 4 | £ 1 1 4 | £ 1 10 0 | £ 1 18 0 | 44 |
| 45 | £ 2 5 8 | £ 14 8 | £ 18 8 | £ 1 17 4 | £ 3 4 8 | £ 1 3 4 | £ 1 13 8 | £ 2 1 8 | 45 |
| 46 | £ 2 10 8 | £ 15 0 | £ 1 0 4 | £ 2 0 8 | £ 3 11 0 | £ 1 8 8 | £ 1 17 0 | £ 2 5 4 | 46 |
| 47 | £ 2 15 4 | £ 17 8 | £ 1 2 4 | £ 2 4 4 | £ 3 18 4 | £ 1 8 4 | £ 2 0 8 | £ 2 10 4 | 47 |
| 48 | £ 3 1 0 | £ 19 4 | £ 1 4 4 | £ 2 8 8 | £ 4 7 0 | £ 1 11 4 | £ 2 5 4 | £ 2 15 8 | 48 |
| 49 | £ 3 7 0 | £ 1 1 0 | £ 1 7 0 | £ 2 13 8 | £ 4 17 0 | £ 1 15 0 | £ 2 10 8 | £ 3 2 0 | 49 |
| 50 | £ 5 14 4 | £ 1 5 4 | £ 1 9 8 | £ 2 19 4 | £ 5 9 4 | £ 1 19 4 | £ 2 17 0 | £ 3 10 0 | 50 |
| 51 | £ 4 3 0 | £ 1 6 4 | £ 1 13 4 | £ 3 5 4 | £ 6 4 8 | £ 2 5 0 | £ 3 6 0 | £ 4 0 0 | 51 |
| 52 | £ 4 13 8 | £ 1 9 8 | £ 1 17 8 | £ 3 15 0 | £ 7 5 8 | £ 2 11 8 | £ 3 14 8 | £ 4 12 0 | 52 |
| 53 | £ 5 6 4 | £ 1 13 8 | £ 2 2 8 | £ 4 5 0 | £ 8 8 4 | £ 3 0 8 | £ 4 7 8 | £ 5 7 8 | 53 |
| 54 | £ 6 2 4 | £ 1 18 8 | £ 2 9 0 | £ 4 18 0 | £ 10 1 0 | £ 3 13 8 | £ 5 3 0 | £ 6 9 4 | 54 |
| 55 | £ 7 2 4 | £ 2 8 0 | £ 2 17 0 | £ 5 14 0 | £ 12 6 8 | £ 4 10 0 | £ 6 2 4 | £ 7 19 0 | 55 |
| 56 | £ 8 9 0 | £ 2 15 0 | £ 3 7 8 | £ 6 15 4 | £ 15 16 4 | £ 5 14 8 | £ 8 5 8 | £ 10 3 8 | 56 |
| 57 | £ 10 4 4 | £ 4 1 4 | £ 4 1 8 | £ 8 3 4 | £ 21 16 8 | £ 7 17 4 | £ 11 2 0 | £ 13 19 4 | 57 |
| 58 | £ 12 15 0 | £ 4 0 8 | £ 5 2 0 | £ 10 4 0 | £ 33 11 8 | £ 12 2 0 | £ 17 9 4 | £ 21 10 0 | 58 |
| 59 | £ 13 11 4 | £ 5 4 4 | £ 5 12 8 | £ 13 5 0 | £ 38 2 8 | £ 14 10 8 | £ 21 8 8 | £ 23 12 0 | 59 |
| 60 | £ 13 0 8 | £ 7 4 8 | £ 9 4 4 | £ 18 8 4 | | | | | |
| 61 | £ 15 19 6 | £ 11 8 4 | £ 14 8 0 | £ 23 16 6 | | | | | |
| 62 | £ 15 6 0 | £ 13 13 4 | £ 16 2 4 | £ 29 4 8 | | | | | |
| 63 | £ 15 5 0 | £ 13 18 4 | £ 16 2 4 | £ 30 4 8 | | | | | |
| 64 | £ 15 6 0 | £ 13 13 4 | £ 16 2 4 | £ 30 4 6 | | | | | |

[TABLE II.]

Appendix B.

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Regulations
of Commis-
sioners.

TABLE II.

ANNUAL PREMIUMS payable by Teachers of Class B. to secure a deferred Pension.

| Age at Appointment or Promotion. | MALES, payable until 65 years of age. | | | | FEMALES, payable until 60 years of age. | | | | Age at Appointment or Promotion. |
|----------------------------------|--|---------------------------------------|---------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------------|
| | Col. 1. Pension £35 from 65. | Col. 2. Pension £45 from 65. | Col. 3. Pension £55 from 65. | Col. 4. Pension £65 from 65. | Col. 1. Pension £25 from 62. | Col. 2. Pension £34 from 60. | Col. 3. Pension £47 from 60. | Col. 4. Pension £63 from 60. | |
| | 3rd Class. | 2nd Class. | 1st Class, 2nd Div. | 1st Class, 1st Div. | 3rd Class. | 2nd Class. | 1st Class, 2nd Div. | 1st Class, 1st Div. | |
| 18 | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | 18 |
| 19 | 0 7 3 | 0 8 4 | 0 9 0 | 0 9 0 | 0 12 8 | 0 4 8 | 0 6 6 | 0 8 4 | 19 |
| 20 | 0 8 0 | 0 9 2 | 0 9 8 | 0 9 8 | 0 13 4 | 0 5 0 | 0 7 0 | 0 8 8 | 20 |
| 21 | 0 8 4 | 0 9 8 | 0 10 4 | 0 10 4 | 0 14 0 | 0 5 4 | 0 7 4 | 0 9 0 | 21 |
| 22 | 0 8 8 | 0 10 0 | 0 10 8 | 0 10 8 | 0 14 4 | 0 5 8 | 0 7 8 | 0 9 4 | 22 |
| 23 | 0 9 0 | 0 10 2 | 0 11 0 | 0 11 0 | 0 15 0 | 0 6 0 | 0 8 0 | 0 10 0 | 23 |
| 24 | 0 9 2 | 0 10 4 | 0 11 2 | 0 11 2 | 0 15 4 | 0 6 4 | 0 8 4 | 0 10 4 | 24 |
| 25 | 0 9 4 | 0 10 6 | 0 11 4 | 0 11 4 | 0 15 8 | 0 6 8 | 0 8 8 | 0 10 8 | 25 |
| 26 | 0 9 6 | 0 10 8 | 0 11 6 | 0 11 6 | 0 16 0 | 0 7 0 | 0 9 0 | 0 11 0 | 26 |
| 27 | 0 9 8 | 0 11 0 | 0 11 8 | 0 11 8 | 0 16 4 | 0 7 4 | 0 9 4 | 0 11 4 | 27 |
| 28 | 0 10 0 | 0 11 2 | 0 12 0 | 0 12 0 | 0 16 8 | 0 7 8 | 0 9 8 | 0 11 8 | 28 |
| 29 | 0 10 4 | 0 11 6 | 0 12 4 | 0 12 4 | 0 17 0 | 0 8 0 | 0 10 0 | 0 12 0 | 29 |
| 30 | 0 10 8 | 0 12 0 | 0 12 8 | 0 12 8 | 0 17 4 | 0 8 4 | 0 10 4 | 0 12 4 | 30 |
| 31 | 0 11 0 | 0 12 2 | 0 13 0 | 0 13 0 | 0 17 8 | 0 8 8 | 0 10 8 | 0 12 8 | 31 |
| 32 | 0 11 4 | 0 12 6 | 0 13 4 | 0 13 4 | 0 18 0 | 0 9 0 | 0 11 0 | 0 13 0 | 32 |
| 33 | 0 11 8 | 0 13 0 | 0 13 8 | 0 13 8 | 0 18 4 | 0 9 4 | 0 11 4 | 0 13 4 | 33 |
| 34 | 0 12 0 | 0 13 2 | 0 14 0 | 0 14 0 | 0 18 8 | 0 9 8 | 0 11 8 | 0 13 8 | 34 |
| 35 | 0 12 4 | 0 13 6 | 0 14 4 | 0 14 4 | 0 19 0 | 0 10 0 | 0 12 0 | 0 14 0 | 35 |
| 36 | 0 12 8 | 0 14 0 | 0 14 8 | 0 14 8 | 0 19 4 | 0 10 4 | 0 12 4 | 0 14 4 | 36 |
| 37 | 0 13 0 | 0 14 2 | 0 15 0 | 0 15 0 | 0 19 8 | 0 10 8 | 0 12 8 | 0 14 8 | 37 |
| 38 | 0 13 4 | 0 14 6 | 0 15 4 | 0 15 4 | 0 20 0 | 0 11 0 | 0 13 0 | 0 15 0 | 38 |
| 39 | 0 13 8 | 0 15 0 | 0 15 8 | 0 15 8 | 0 20 4 | 0 11 4 | 0 13 4 | 0 15 4 | 39 |
| 40 | 0 14 0 | 0 15 2 | 0 16 0 | 0 16 0 | 0 20 8 | 0 11 8 | 0 13 8 | 0 15 8 | 40 |
| 41 | 0 14 4 | 0 15 6 | 0 16 4 | 0 16 4 | 0 21 0 | 0 12 0 | 0 14 0 | 0 16 0 | 41 |
| 42 | 0 14 8 | 0 16 0 | 0 16 8 | 0 16 8 | 0 21 4 | 0 12 4 | 0 14 4 | 0 16 4 | 42 |
| 43 | 0 15 0 | 0 16 2 | 0 17 0 | 0 17 0 | 0 21 8 | 0 12 8 | 0 14 8 | 0 16 8 | 43 |
| 44 | 0 15 4 | 0 16 6 | 0 17 4 | 0 17 4 | 0 22 0 | 0 13 0 | 0 15 0 | 0 17 0 | 44 |
| 45 | 0 15 8 | 0 17 0 | 0 17 8 | 0 17 8 | 0 22 4 | 0 13 4 | 0 15 4 | 0 17 4 | 45 |
| 46 | 0 16 0 | 0 17 2 | 0 18 0 | 0 18 0 | 0 22 8 | 0 13 8 | 0 15 8 | 0 17 8 | 46 |
| 47 | 0 16 4 | 0 17 6 | 0 18 4 | 0 18 4 | 0 23 0 | 0 14 0 | 0 16 0 | 0 18 0 | 47 |
| 48 | 0 16 8 | 0 18 0 | 0 18 8 | 0 18 8 | 0 23 4 | 0 14 4 | 0 16 4 | 0 18 4 | 48 |
| 49 | 0 17 0 | 0 18 2 | 0 19 0 | 0 19 0 | 0 23 8 | 0 14 8 | 0 16 8 | 0 18 8 | 49 |
| 50 | 0 17 4 | 0 18 6 | 0 19 4 | 0 19 4 | 0 24 0 | 0 15 0 | 0 17 0 | 0 19 0 | 50 |
| 51 | 0 17 8 | 0 19 0 | 0 19 8 | 0 19 8 | 0 24 4 | 0 15 4 | 0 17 4 | 0 19 4 | 51 |
| 52 | 0 18 0 | 0 19 2 | 0 20 0 | 0 20 0 | 0 24 8 | 0 15 8 | 0 17 8 | 0 19 8 | 52 |
| 53 | 0 18 4 | 0 19 6 | 0 20 4 | 0 20 4 | 0 25 0 | 0 16 0 | 0 18 0 | 0 20 0 | 53 |
| 54 | 0 18 8 | 0 20 0 | 0 20 8 | 0 20 8 | 0 25 4 | 0 16 4 | 0 18 4 | 0 20 4 | 54 |
| 55 | 0 19 0 | 0 20 2 | 0 21 0 | 0 21 0 | 0 25 8 | 0 16 8 | 0 18 8 | 0 20 8 | 55 |
| 56 | 0 19 4 | 0 20 6 | 0 21 4 | 0 21 4 | 0 26 0 | 0 17 0 | 0 19 0 | 0 21 0 | 56 |
| 57 | 0 19 8 | 0 21 0 | 0 21 8 | 0 21 8 | 0 26 4 | 0 17 4 | 0 19 4 | 0 21 4 | 57 |
| 58 | 0 20 0 | 0 21 2 | 0 22 0 | 0 22 0 | 0 26 8 | 0 17 8 | 0 19 8 | 0 21 8 | 58 |
| 59 | 0 20 4 | 0 21 6 | 0 22 4 | 0 22 4 | 0 27 0 | 0 18 0 | 0 20 0 | 0 22 0 | 59 |
| 60 | 0 20 8 | 0 22 0 | 0 22 8 | 0 22 8 | 0 27 4 | 0 18 4 | 0 20 4 | 0 22 4 | 60 |
| 61 | 0 21 0 | 0 22 2 | 0 23 0 | 0 23 0 | 0 27 8 | 0 18 8 | 0 20 8 | 0 22 8 | 61 |
| 62 | 0 21 4 | 0 22 6 | 0 23 4 | 0 23 4 | 0 28 0 | 0 19 0 | 0 21 0 | 0 23 0 | 62 |
| 63 | 0 21 8 | 0 23 0 | 0 23 8 | 0 23 8 | 0 28 4 | 0 19 4 | 0 21 4 | 0 23 4 | 63 |
| 64 | 0 22 0 | 0 23 2 | 0 24 0 | 0 24 0 | 0 28 8 | 0 19 8 | 0 21 8 | 0 23 8 | 64 |

20. To determine the premium to be paid by a male teacher in the service on the 31st December, 1885, the difference shall be taken between the premium for the age at which he entered each class according to the foregoing Tables, and the premium for the same age and class according to the Table included in the Rules dated the 9th January, 1880, and such difference shall be accumulated for the number of quarters ending on the 31st December, 1885, during which the premium shall have actually been paid. This accumulation shall be converted into such a life annuity as the Superintendent of the Teachers' Pension Office shall determine to be of equivalent value for the remaining years during which the teacher may have to pay premiums; and such life annuity shall be deducted from or added to the premium payable according to the foregoing Tables. The result shall be the premium payable, and the first such premium shall be payable on the 31st March, 1886.

Appendix B.
Rules and
Regulations
of Commis-
sioners.

Pensions.

21. The rates of pension on which Teachers in Class A may retire are shown in the following tables, according to the class for which they may have paid premiums:—

The conditions for voluntary retirement are:—for male teachers, the completion of 55 years of age, or of 30 years service above the age of 21; for female teachers, the completion of 50 years of age, or of 30 years service above the age of 18. In the event of a teacher qualified by age to retire having less than 30 years completed service, the pension will be the highest pension shown against the age, divided by the number of completed years at the top of the column, the quotient multiplied by the number of years service counting for retirement. For convenience, if the pence in the result are not evenly divisible by 4 the next lower amount so divisible will be taken.

[*Norm.*—For example, if a teacher of the 1st class, 1st section, aged 58, wish to retire, with only 28 years service, the pension would be for a male, £64.0.0 $\times \frac{2}{3}$ = £42.6.8, or for a female, £63.0.0 $\times \frac{2}{3}$ = £42.0.0.]

MALES.
FIRST CLASS, FIRST DIVISION.

| Age on Retirement. | COMPLETED YEARS OF SERVICE ON RETIREMENT. | | | | | | | | | | | |
|--------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--|
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| 51 & upwards. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | |
| | 46 0 0 | 48 4 0 | 49 8 0 | 52 12 0 | 54 15 0 | 57 0 0 | 59 4 0 | 61 8 0 | 63 12 0 | 65 15 0 | 66 8 0 | |
| | 50 15 4 | 62 15 8 | 64 15 4 | 66 18 8 | 68 17 4 | 70 18 0 | 72 18 4 | 74 19 0 | 75 19 4 | 79 0 0 | | |
| | 53 1 0 | 57 18 4 | 59 15 8 | 61 13 0 | 63 10 4 | 65 7 8 | 67 5 0 | 69 2 4 | 71 0 0 | | | |
| | 51 17 8 | 53 12 4 | 55 7 0 | 57 1 8 | 58 16 0 | 60 16 8 | 62 5 4 | 64 0 0 | | | | |
| | 49 3 4 | 56 15 0 | 52 5 8 | 54 1 8 | 55 14 4 | 57 7 0 | 59 0 0 | | | | | |
| | 45 5 4 | 48 18 8 | 46 9 0 | 49 19 4 | 51 9 8 | 53 0 0 | | | | | | |
| | 42 6 0 | 43 14 4 | 45 3 0 | 46 11 4 | 48 0 0 | | | | | | | |
| | 40 0 0 | 41 5 8 | 42 13 4 | 44 0 0 | | | | | | | | |
| | 37 10 0 | 38 15 0 | 40 0 0 | | | | | | | | | |
| | 35 15 0 | 37 0 0 | | | | | | | | | | |
| | 34 0 0 | | | | | | | | | | | |

MALES.
FIRST CLASS, SECOND DIVISION.

| Age on Retirement. | COMPLETED YEARS OF SERVICE ON RETIREMENT. | | | | | | | | | | | |
|--------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|--|
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| 51 & upwards. | 45 0 0 | 46 10 0 | 46 0 0 | 49 10 0 | 51 0 0 | 52 10 0 | 54 0 0 | 55 10 0 | 57 0 0 | 58 10 0 | 60 0 0 | |
| 50 | 41 10 8 | 42 15 4 | 44 8 0 | 45 13 8 | 47 1 4 | 48 9 0 | 49 18 8 | 51 4 8 | 52 12 4 | 54 0 0 | | |
| 50 | 38 13 8 | 39 19 4 | 41 5 0 | 42 11 0 | 43 18 8 | 45 2 8 | 46 8 4 | 47 14 0 | 49 0 0 | | | |
| 56 | 35 13 4 | 36 17 0 | 38 1 0 | 39 4 8 | 40 5 8 | 41 12 4 | 42 18 0 | 44 0 0 | | | | |
| 57 | 34 8 4 | 35 0 0 | 36 8 8 | 37 11 8 | 38 14 4 | 39 17 0 | 41 0 0 | | | | | |
| 50 | 31 14 4 | 32 15 4 | 33 18 4 | 34 17 8 | 35 18 8 | 37 0 0 | | | | | | |
| 55 | 30 0 0 | 31 0 0 | 32 0 0 | 33 0 0 | 34 0 0 | | | | | | | |
| 54 | 28 3 8 | 29 2 4 | 30 1 0 | 31 0 0 | | | | | | | | |
| 53 | 27 3 8 | 28 1 8 | 29 0 0 | | | | | | | | | |
| 52 | 25 17 0 | 26 0 0 | | | | | | | | | | |
| 51 | 24 0 0 | | | | | | | | | | | |

MALES.
SECOND CLASS.

| Age on Retirement. | COMPLETED YEARS OF SERVICE ON RETIREMENT. | | | | | | | | | | | |
|--------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| 61 & upwards. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| 60 | 34 10 0 | 35 13 0 | 36 16 0 | 37 19 0 | 38 2 0 | 40 5 0 | 41 8 0 | 42 11 0 | 43 14 0 | 44 17 0 | 46 0 0 | |
| 59 | 32 8 0 | 33 7 8 | 34 9 0 | 35 10 8 | 36 12 4 | 37 15 8 | 38 15 4 | 39 16 8 | 40 18 4 | 42 0 0 | | |
| 58 | 30 0 0 | 31 0 0 | 32 0 0 | 33 0 0 | 34 0 0 | 35 0 0 | 36 0 0 | 37 0 0 | 38 0 0 | | | |
| 57 | 27 11 0 | 28 9 4 | 29 7 8 | 30 8 4 | 31 4 8 | 32 5 0 | 33 1 4 | 34 0 0 | | | | |
| 56 | 26 13 4 | 27 11 0 | 28 8 8 | 29 8 8 | 30 4 4 | 31 2 0 | 32 0 0 | | | | | |
| 55 | 24 17 0 | 25 13 8 | 26 10 0 | 27 6 8 | 28 3 4 | 29 0 8 | | | | | | |
| 54 | 23 16 4 | 24 12 4 | 25 8 0 | 26 4 0 | 27 0 0 | | | | | | | |
| 53 | 21 16 4 | 22 10 8 | 23 5 4 | 24 0 0 | | | | | | | | |
| 52 | 21 11 0 | 22 6 8 | 23 0 0 | | | | | | | | | |
| 51 | 20 6 4 | 21 0 0 | | | | | | | | | | |
| 50 | 19 0 0 | | | | | | | | | | | |

MALES.
THIRD CLASS.

| Age on Retirement. | COMPLETED YEARS OF SERVICE ON RETIREMENT. | | | | | | | | | | | |
|--------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| 61 & upwards. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| 60 | 26 5 0 | 27 2 4 | 28 0 0 | 28 17 4 | 29 10 0 | 30 12 4 | 31 10 0 | 32 7 4 | 33 5 0 | 34 2 4 | 35 0 0 | |
| 59 | 24 12 0 | 25 8 8 | 26 5 0 | 27 1 4 | 27 17 8 | 28 14 4 | 29 10 8 | 30 7 0 | 31 8 4 | 32 4 0 | | |
| 58 | 22 17 8 | 23 13 0 | 24 8 4 | 25 5 0 | 26 19 0 | 28 14 0 | 27 9 4 | 28 4 8 | 29 0 0 | | | |
| 57 | 21 1 8 | 21 15 8 | 22 9 8 | 23 5 8 | 23 17 8 | 24 11 8 | 25 6 0 | 26 0 0 | | | | |
| 56 | 20 0 0 | 20 15 4 | 21 8 8 | 22 0 0 | 22 13 4 | 23 6 8 | 24 0 0 | | | | | |
| 55 | 18 17 0 | 19 9 8 | 20 2 0 | 20 14 8 | 21 7 8 | 22 0 0 | | | | | | |
| 54 | 18 10 4 | 19 3 0 | 19 15 4 | 20 7 8 | 21 0 0 | | | | | | | |
| 53 | 17 5 4 | 17 17 0 | 18 8 4 | 19 0 0 | | | | | | | | |
| 52 | 16 17 4 | 17 8 8 | 18 0 0 | | | | | | | | | |
| 51 | 16 9 0 | 17 0 0 | | | | | | | | | | |
| 50 | 15 0 0 | | | | | | | | | | | |

FEMALES.
FIRST CLASS, FIRST DIVISION.

| Age on Retirement. | COMPLETED YEARS OF SERVICE ON RETIREMENT. | | | | | | | | | | |
|--------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 55 & upwards. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| 57 | 47 5 0 | 48 16 4 | 50 8 0 | 51 19 4 | 53 11 0 | 55 2 4 | 56 14 0 | 58 5 4 | 59 17 0 | 61 8 4 | 63 0 0 |
| 56 | 46 12 0 | 46 2 0 | 47 11 8 | 49 1 4 | 50 11 0 | 52 1 0 | 53 10 8 | 55 0 4 | 56 10 0 | 58 0 0 | |
| 55 | 41 16 8 | 43 4 8 | 44 12 8 | 46 0 4 | 47 8 4 | 48 16 4 | 50 4 0 | 51 12 0 | 53 0 0 | | |
| 54 | 39 14 0 | 41 1 0 | 42 7 4 | 43 14 0 | 45 0 4 | 46 7 0 | 47 13 4 | 49 0 0 | | | |
| 53 | 37 10 0 | 38 15 0 | 40 0 0 | 41 5 0 | 42 10 0 | 43 15 0 | 45 0 0 | | | | |
| 52 | 36 5 4 | 37 6 8 | 38 10 0 | 39 13 4 | 40 14 8 | 42 0 0 | | | | | |
| 51 | 34 8 0 | 35 11 0 | 36 14 0 | 37 17 0 | 39 0 0 | | | | | | |
| 50 | 32 15 0 | 33 16 8 | 34 18 4 | 35 0 0 | | | | | | | |
| 49 | 30 18 8 | 31 19 4 | 33 0 0 | | | | | | | | |
| 48 | 29 0 8 | 30 0 0 | | | | | | | | | |
| 47 | 28 0 0 | | | | | | | | | | |

FEMALES.
FIRST CLASS, SECOND DIVISION.

| Age on Retirement. | COMPLETED YEARS OF SERVICE ON RETIREMENT. | | | | | | | | | | |
|--------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 55 & upwards. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| 57 | 35 5 0 | 36 8 4 | 37 12 0 | 38 15 4 | 39 19 0 | 41 2 4 | 42 6 0 | 43 9 4 | 44 13 0 | 45 16 4 | 47 0 0 |
| 56 | 35 1 4 | 34 5 4 | 35 5 8 | 36 7 8 | 37 9 8 | 38 11 8 | 39 13 8 | 40 15 8 | 41 18 0 | 43 0 0 | |
| 55 | 31 11 4 | 32 12 8 | 33 13 8 | 34 14 8 | 35 15 8 | 36 16 8 | 37 17 8 | 38 19 0 | 40 0 0 | | |
| 54 | 30 0 0 | 31 0 0 | 32 0 0 | 33 0 0 | 34 0 0 | 35 0 0 | 36 0 0 | 37 0 0 | | | |
| 53 | 25 0 8 | 29 5 4 | 30 4 4 | 31 3 4 | 32 2 0 | 33 1 4 | 34 0 0 | | | | |
| 52 | 27 8 4 | 28 6 8 | 29 5 0 | 30 3 4 | 31 1 8 | 32 0 0 | | | | | |
| 51 | 26 9 4 | 27 7 0 | 28 4 8 | 29 2 4 | 30 0 0 | | | | | | |
| 50 | 25 9 0 | 26 6 0 | 27 5 0 | 28 0 0 | | | | | | | |
| 49 | 24 7 4 | 25 3 8 | 26 0 0 | | | | | | | | |
| 48 | 23 4 4 | 24 0 0 | | | | | | | | | |
| 47 | 22 0 0 | | | | | | | | | | |

FEMALES.
SECOND CLASS.

| Age on Retirement. | COMPLETED YEARS OF SERVICE ON RETIREMENT. | | | | | | | | | | |
|--------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> |
| 35 | 25 10 0 | 26 7 0 | 27 4 0 | 28 1 0 | 28 18 0 | 29 15 0 | 30 12 0 | 31 9 0 | 32 6 0 | 33 3 0 | 34 0 0 |
| 37 | 23 17 0 | 24 12 8 | 25 8 8 | 26 4 8 | 27 0 4 | 27 16 4 | 28 12 4 | 29 8 0 | 30 4 0 | 31 0 0 | |
| 36 | 22 17 8 | 23 13 0 | 24 8 4 | 25 2 8 | 26 19 0 | 26 14 0 | 27 9 8 | 28 4 8 | 29 0 0 | | |
| 33 | 21 17 8 | 22 12 4 | 23 7 0 | 24 1 8 | 24 16 0 | 25 10 8 | 26 5 4 | 27 0 0 | | | |
| 34 | 20 16 8 | 21 10 4 | 22 4 4 | 22 18 4 | 23 12 0 | 24 6 0 | 25 0 0 | | | | |
| 35 | 19 14 4 | 20 7 4 | 21 0 4 | 21 13 8 | 22 6 8 | 23 0 0 | | | | | |
| 38 | 19 0 0 | 20 1 0 | 20 14 0 | 21 7 0 | 22 0 0 | | | | | | |
| 31 | 18 3 8 | 18 15 8 | 19 7 8 | 20 0 0 | | | | | | | |
| 50 | 17 16 0 | 18 8 0 | 19 0 0 | | | | | | | | |
| 49 | 16 9 0 | 17 0 0 | | | | | | | | | |
| 43 | 16 0 0 | | | | | | | | | | |

FEMALES.
THIRD CLASS.

| Age on Retirement. | COMPLETED YEARS OF SERVICE ON RETIREMENT. | | | | | | | | | | |
|--------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> | <i>E s. d.</i> |
| 35 | 18 15 0 | 19 7 4 | 20 0 0 | 20 12 4 | 21 5 0 | 21 17 4 | 22 10 0 | 23 2 4 | 23 15 0 | 24 7 4 | 25 0 0 |
| 37 | 17 13 8 | 18 5 4 | 18 17 4 | 19 9 0 | 20 1 0 | 20 12 8 | 21 4 4 | 21 16 4 | 22 8 0 | 23 0 0 | |
| 36 | 17 8 0 | 17 19 8 | 18 11 0 | 19 2 8 | 19 14 0 | 20 5 4 | 20 17 0 | 21 8 4 | 22 0 0 | | |
| 42 | 16 4 4 | 16 15 0 | 17 6 0 | 17 16 8 | 18 7 4 | 18 18 4 | 19 19 0 | 20 0 0 | | | |
| 34 | 15 16 8 | 16 7 0 | 16 17 8 | 17 8 4 | 17 18 8 | 18 9 4 | 19 0 0 | | | | |
| 38 | 14 11 4 | 15 1 0 | 15 19 8 | 16 0 4 | 16 10 4 | 17 0 0 | | | | | |
| 32 | 14 2 4 | 14 11 8 | 15 1 0 | 15 10 4 | 16 0 0 | | | | | | |
| 31 | 13 12 8 | 14 1 8 | 14 10 8 | 15 0 0 | | | | | | | |
| 50 | 13 2 4 | 13 11 0 | 14 0 0 | | | | | | | | |
| 49 | 12 11 8 | 13 0 0 | | | | | | | | | |
| 43 | 12 0 0 | | | | | | | | | | |

Appendix B. 22. The rates of pension on which teachers in Class B may retire are shown in the following tables, according to the class for which they may have paid premiums.

Rules and Regulations of Compulsory Retirement.

MALES.

| Age on Retirement. | 1st Class, 1st Division. | 1st Class, 2nd Division. | 2nd Class. | 3rd Class. |
|--------------------|--------------------------|--------------------------|------------|------------|
| | £ | £ | £ | £ |
| 65 | 88 | 60 | 46 | 35 |
| 64 | 79 | 54 | 42 | 32 |
| 63 | 71 | 49 | 38 | 29 |
| 62 | 64 | 44 | 34 | 26 |
| 61 | 59 | 41 | 32 | 24 |
| 60 | 53 | 37 | 29 | 22 |
| 59 | 48 | 34 | 27 | 21 |
| 58 | 44 | 31 | 24 | 19 |
| 57 | 40 | 29 | 23 | 18 |
| 56 | 37 | 26 | 21 | 17 |
| 55 | 34 | 24 | 19 | 15 |

FEMALES.

| Age on Retirement. | 1st Class, 1st Division. | 1st Class, 2nd Division. | 2nd Class. | 3rd Class. |
|--------------------|--------------------------|--------------------------|------------|------------|
| | £ | £ | £ | £ |
| 60 | 63 | 47 | 34 | 25 |
| 59 | 58 | 43 | 31 | 23 |
| 58 | 53 | 40 | 29 | 22 |
| 57 | 49 | 37 | 27 | 20 |
| 56 | 45 | 34 | 25 | 19 |
| 55 | 42 | 32 | 23 | 17 |
| 54 | 39 | 30 | 22 | 16 |
| 53 | 36 | 28 | 20 | 15 |
| 52 | 33 | 26 | 19 | 14 |
| 51 | 30 | 24 | 17 | 13 |
| 50 | 28 | 22 | 16 | 12 |

A teacher who entered the service after the 1st of January, 1880, who shall retire at an age below that fixed for compulsory retirement, to benefit by this article must have been in the service for at least 10 years.

23. Service after the age of 65 for males or 60 for females, even if specially permitted, shall not confer any right to an increase of pension.

24. Pensions will be paid quarterly in arrear, on proof being furnished of existence and identity.

Gratuities in Case of Disability.

25. If the Commissioners of Education certify to the Lord Lieutenant that they are satisfied that a male teacher under the age of fifty-five or a female teacher under the age of fifty, who, in case he or she continued in the service until the age for compulsory retirement would be entitled to a retiring allowance under this Act, has become incapable from permanent

infirmity of mind or body to discharge the duties of his or her situation, the Lord Lieutenant with the consent of the Treasury, may grant to such teacher a gratuity, or, if the Lord Lieutenant think it more expedient, a pension on retirement according to the following scale, and having regard to the highest class for which such teacher shall have paid the premium.

Appendix B.
Rules and
Regulations
of Commissioners.

| Age on Retirement. | First Class, First Division. | | First Class, Second Division. | | Second Class. | | Third Class. | |
|--------------------|---------------------------------|----------|----------------------------------|----------|---------------|----------|--------------|----------|
| | Gratuity. | Pension. | Gratuity. | Pension. | Gratuity. | Pension. | Gratuity. | Pension. |
| | £ | £ | £ | £ | £ | £ | £ | £ |
| 54 | 282 | 31 | 206 | 23 | 165 | 18 | 132 | 14 |
| 53 | 270 | 28 | 199 | 21 | 160 | 17 | 129 | 13 |
| 52 | 257 | 26 | 191 | 19 | 156 | 16 | 127 | 13 |
| 51 | 245 | 23 | 186 | 18 | 151 | 15 | 124 | 12 |
| 50 | 233 | 21 | 179 | 16 | 146 | 14 | 121 | 11 |
| 49 | 220 | 19 | 172 | 15 | 142 | 13 | 118 | 10 |
| 48 | 207 | 18 | 165 | 14 | 137 | 12 | 116 | 10 |
| 47 | 195 | 16 | 158 | 13 | 133 | 11 | 113 | 9 |
| 46 | 182 | 15 | 151 | 12 | 128 | 10 | 111 | 9 |
| 45 | 169 | 13 | 144 | 11 | 124 | 9 | 108 | 8 |
| 44 | 156 | 12 | 136 | 10 | 118 | 8 | 105 | 8 |
| 43 | 142 | 11 | 127 | 9 | 113 | 8 | 101 | 7 |
| 42 | 129 | 9 | 119 | 9 | 107 | 7 | 98 | 7 |
| 41 | 115 | 8 | 110 | 8 | 102 | 7 | 94 | 6 |
| 40 | 102 | 7 | 102 | 7 | 96 | 6 | 91 | 6 |
| 39 | 100 | 7 | 100 | 7 | 95 | 6 | 91 | 6 |
| 38 | 98 | 6 | 98 | 6 | 94 | 6 | 91 | 6 |
| 37 | 95 | 6 | 95 | 6 | 93 | 5 | 91 | 5 |
| 36 | 93 | 5 | 93 | 5 | 92 | 5 | 91 | 5 |
| 35 | 91 | 5 | 91 | 5 | 91 | 5 | 91 | 5 |
| 34 | 88 | 5 | 88 | 5 | 88 | 5 | 88 | 5 |
| 33 | 75 | 4 | 75 | 4 | 75 | 4 | 75 | 4 |
| 32 | 68 | 4 | 68 | 4 | 68 | 4 | 68 | 4 |
| 31 | 60 | 3 | 60 | 3 | 60 | 3 | 60 | 3 |
| 30 | 52 | 3 | 52 | 3 | 52 | 3 | 52 | 3 |

26. A teacher applying to retire on a gratuity under Art. 25, shall comply with any instructions he may receive from the Superintendent of the Teachers' Pension Office, in the matter of medical examination or otherwise.

Repayment of Premiums.

27. If a teacher die in the service the premiums paid by him shall be paid to his legal representative with interest, at three per cent. per annum.

28. If a teacher cease to hold his appointment and application be not made to the Teachers' Pension Office within one year, in virtue of his service, for either pension or gratuity, he shall forfeit all claim thereto; but the premiums he has paid, may on his application, through his manager, to the Teachers' Pension Office, be returned to him one year after he shall have quitted his appointment, provided he shall not in the interval have been re-appointed to a school, and provided he do not come within the terms of Art. 29.

29. If a teacher dismissed from the service, or resigning his appointment, be declared by the Commissioners of National Education to be

Appendix B. incapable of re-appointment, his premiums shall, on the fact being notified by the Commissioners to the Teachers' Pension Office, be forth with returned to him, and he shall forfeit all claim whatsoever to pension or gratuity.

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sioners.

30. A teacher degraded from a higher class shall receive back any premiums paid as a consequence of service in such higher class, and shall only have a claim to the pension of the class for which he shall afterwards pay the premiums.

31. In the event of a teacher to whom premiums have been repaid, or are repayable, re-entering for further service after an interruption of service of less than five years, he shall again pay any sum which may have been repaid, and also any premiums for the quarter years during which he may have been out of the service. These sums while unpaid shall bear compound interest at the rate of three per cent. per annum. They may be paid at once on re-entering the service, or the payments may be spread by deductions from salary of over one or two years, as the Superintendent of the Teachers' Pension Office shall determine.

VIII. *Teachers who before 1872, were in certain classes now obsolete.*

32. A male teacher now in the second division of the first class who before 1872, was in the class then known as the second division of first class, may secure pension rights for retirement from the present second division of the first class, one-fifteenth in excess of the pension rights laid down in the Act, provided he pay in addition to his present premium two-sevenths of the premium payable at his present age for the second division of first class, subject to reduction in the same manner as is laid down in Article 20.

33. A female teacher now in the second division of the first class, who before 1872 was in the class then known as the second division of the first class, may secure pension rights for retirement from the present second division of the first class, four forty-sevenths in excess of the pension rights laid down in the Act, provided she pay in addition to her present premium four-thirteenths of the premium payable at her present age for the second division of first class, subject to reduction in the same manner as is laid down in Article 20.

34. A male teacher now in the second class, who before 1872 was in the class then known as the first division of the second class, may secure pension rights for retirement from the present second class one forty-sixth in excess of the pension rights laid down in the Act, provided he pay in addition to his present premium one-eleventh of the premium payable at his present age for the second class, subject to reduction in the same manner as is laid down in Art. 20.

35. A female teacher now in the second class, who before 1872 was in the class then known as the first division of the second class, may secure pension rights for retirement from the present second class one thirty-fourth in excess of the pension rights laid down in the Act, provided she pay in addition to her present premium one-ninth of the premium payable at her present age for the second class, subject to reduction in the same manner as is laid down in Art. 20.

36. Teachers empowered by articles 32 to 35 to secure higher pension rights shall elect whether they will or will not do so within thirty days from the date of the conditions and increased amount of premium being made known to them; and such election shall be final.

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Rules and Regulations of Commissioners.

IX.—*Supplementary Pensions for Model School Teachers.*

37. A Model school teacher paying a premium to secure the pension of an ordinary National school teacher under the Act will be permitted to secure on the conditions contained in articles 38 to 48 a *supplementary* pension of any amount he may think desirable, provided that the ordinary pension payable at the age for compulsory retirement *together with the supplementary pension shall not exceed* one hundred and twenty pounds a year for a male teacher, or ninety pounds a year for a female teacher.

38. The supplementary pension shall become payable if and when the ordinary pension shall become payable. If the Model school teacher retire on a gratuity in lieu of ordinary pension under Art. 25, he shall receive a supplementary gratuity according to the scale shown in Art. 41, in lieu of a supplementary pension, but no supplementary pension or gratuity shall be payable unless the premium therefor shall have been paid for at least five full years. This proviso shall not apply to the first unit or units secured by a teacher before the 1st January, 1886.

39. The unit of supplementary pension shall be £10 a year, payable from the age for compulsory retirement, viz.:—65 years for a male teacher and 60 years for a female teacher. No supplementary pension can be secured of less amount than £10. A Model school teacher may secure any number of these units of supplementary pension, and in addition, one proportional part, if necessary, within the limit of total pension fixed by Art. 37.

40. If a Model school teacher retire voluntarily on pension before the compulsory age the supplementary pension payable in respect of each complete unit of supplementary pension secured by such teacher shall be as follows:—

| Age on Retirement. | Supplementary Pension. | | Age on Retirement. | Supplementary Pension. | |
|--------------------|------------------------|----------|--------------------|------------------------|----------|
| | Males. | Females. | | Males. | Females. |
| 64 | £ s. d. | — | 56 | £ s. d. | £ s. d. |
| 63 | 8 19 6 | — | 55 | 4 4 1 | 7 2 11 |
| 62 | 8 1 5 | — | 54 | 3 17 3 | 6 12 4 |
| 61 | 7 5 6 | — | 53 | — | 6 3 10 |
| 60 | 6 14 1 | — | 52 | — | 5 14 4 |
| 59 | 6 0 6 | — | 51 | — | 5 4 9 |
| 58 | 5 9 1 | 9 4 1 | 50 | — | 4 15 3 |
| 57 | 5 0 0 | 8 8 3 | | | 4 8 11 |
| | 4 10 11 | 7 15 7 | | | |

41. If a model school teacher be permitted, before attaining the age for voluntary retirement to retire under Art. 25 on ordinary pension or gratuity on the ground of having become incapable from

Appendix B. permanent infirmity of mind or body to discharge the duties of his situation, such teacher shall receive for each complete unit of supplementary pension secured the following supplementary pension or supplementary gratuity as the case may be.

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sioners.

| Age on Retirement. | Supplementary Gratuity. | Supplementary Pension. | Age on Retirement. | Supplementary Gratuity. | Supplementary Pension. |
|--------------------|-------------------------|------------------------|--------------------|-------------------------|------------------------|
| | £ s. d. | £ s. d. | | £ s. d. | £ s. d. |
| 54 | 32 0 10 | 3 10 2 | 41 | 13 1 4 | 0 17 6 |
| 53 | 30 13 7 | 3 4 4 | 40 | 11 11 9 | 0 15 2 |
| 52 | 29 4 0 | 2 18 7 | 39 | 11 7 2 | 0 14 6 |
| 51 | 27 16 10 | 2 13 6 | 38 | 11 2 10 | 0 13 10 |
| 50 | 26 9 6 | 2 8 8 | 37 | 10 15 10 | 0 13 2 |
| 49 | 25 0 0 | 2 4 1 | 36 | 10 11 4 | 0 12 7 |
| 48 | 23 10 5 | 1 19 9 | 35 | 10 6 10 | 0 12 0 |
| 47 | 22 3 2 | 1 16 1 | 34 | 9 8 7 | 0 10 9 |
| 46 | 20 13 7 | 1 12 6 | 33 | 8 10 4 | 0 9 6 |
| 45 | 19 4 0 | 1 9 0 | 32 | 7 14 7 | 0 8 6 |
| 44 | 17 14 7 | 1 6 0 | 31 | 6 16 5 | 0 7 4 |
| 43 | 16 2 10 | 1 2 11 | 30 | 5 18 2 | 0 6 3 |
| 42 | 14 13 2 | 1 0 2 | | | |

42. The premium payable quarterly in respect of each complete unit of supplementary pension shall be as follows:—

| Age on commencing to pay for Supplementary Pension. | Male Model School Teacher. | Female Model School Teacher. | Age on commencing to pay for Supplementary Pension. | Male Model School Teacher. | Female Model School Teacher. |
|---|----------------------------|------------------------------|---|----------------------------|------------------------------|
| | £ s. d. | £ s. d. | | £ s. d. | £ s. d. |
| 21 | 0 1 9 | 0 2 11 | 43 | 0 5 7 | 0 10 11 |
| 22 | 0 1 9 | 0 3 1 | 44 | 0 6 1 | 0 11 10 |
| 23 | 0 1 10 | 0 3 3 | 45 | 0 6 6 | 0 12 11 |
| 24 | 0 2 0 | 0 3 5 | 46 | 0 7 0 | 0 14 2 |
| 25 | 0 2 1 | 0 3 7 | 47 | 0 7 7 | 0 15 8 |
| 26 | 0 2 2 | 0 3 10 | 48 | 0 8 2 | 0 17 5 |
| 27 | 0 2 3 | 0 4 0 | 49 | 0 8 11 | 0 19 5 |
| 28 | 0 2 4 | 0 4 2 | 50 | 0 9 9 | 1 1 10 |
| 29 | 0 2 6 | 0 4 5 | 51 | 0 10 8 | 1 4 11 |
| 30 | 0 2 8 | 0 4 8 | 52 | 0 11 9 | 1 8 9 |
| 31 | 0 2 9 | 0 4 11 | 53 | 0 12 1 | 1 13 8 |
| 32 | 0 2 11 | 0 5 3 | 54 | 0 14 7 | 2 0 2 |
| 33 | 0 3 1 | 0 5 6 | 55 | 0 16 6 | 2 9 9 |
| 34 | 0 3 3 | 0 5 10 | 56 | 0 18 9 | 3 3 8 |
| 35 | 0 3 6 | 0 6 3 | 57 | 1 1 8 | 4 7 4 |
| 36 | 0 3 8 | 0 6 8 | 58 | 1 5 5 | 6 14 4 |
| 37 | 0 3 10 | 0 7 1 | 59 | 1 10 6 | 13 12 6 |
| 38 | 0 4 1 | 0 7 7 | 60 | 1 17 6 | — |
| 39 | 0 4 5 | 0 8 2 | 61 | 2 8 6 | — |
| 40 | 0 4 7 | 0 8 8 | 62 | 3 6 6 | — |
| 41 | 0 4 11 | 0 9 5 | 63 | 5 3 3 | — |
| 42 | 0 5 3 | 0 10 2 | 64 | 10 14 3 | — |

43. The number of Model school teachers at any one time paying premiums to secure supplementary pensions shall be limited to 250. Should applications to join be received at any time from Model school teachers in excess of this number, permission to secure supplementary pension will be granted, as vacancies occur, according to priority of application.

44. A Model school teacher permitted to secure one or more units of supplementary pension may at any time thereafter secure an additional unit or units, within the limit fixed by Art. 37, on paying premium according to his age.

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sioners.

45. If a Model school teacher paying premium for a supplementary pension be advanced in grade as a classed teacher so that the ordinary pension of his new grade together with his supplementary pension would exceed the limit laid down in Art. 37, his premium shall be reduced by such a sum as will bring it to the premium required to secure a supplementary pension equal to the difference between his ordinary pension and the limit fixed by Art. 37, and the supplementary pension secured will be held to be reduced accordingly: but no premiums shall be returned to the teacher in respect of sums already paid.

46. If a Model school teacher revert to the position of an ordinary National school teacher, any premiums paid by such teacher to secure supplementary pension shall be returned to him, without interest: and thenceforward he shall cease to have any claim to any supplementary pension whatsoever.

47. The premium payable by a model school teacher to secure supplementary pension will be deducted from the quarterly issues of salary in conjunction with the ordinary premiums then deducted.

48. In all respects not herein specifically provided for the rules applicable to ordinary pensions and premiums shall apply to supplementary pensions and the premiums necessary to secure them.

49. In the event of the Commissioners for the Reduction of the National Debt making any advance or advances under the 7th section of the Act 42 & 43 Vic., cap. 74, they may repay themselves the amount of such advances, with interest at the rate of $3\frac{1}{2}$ per cent. per annum, out of the first monies coming into their hands under the 3rd or 4th section of the said Act.

50. Wherever in these rules the word "he" occurs it may be read unless the context clearly forbid it, as "he or she;" and the word "his" may similarly be read as "his or her."

11th December, 1885.

XXXII.

EVIDENCE OF AGE AS REQUIRED BY TEACHERS'
SUPERANNUATION DEPARTMENT.

Extract from the Act 42 & 43 Vic., cap. 74.

"Every Teacher shall be required to produce Proof of Age."

The evidence will have to be satisfactory to the National School Teachers' Superannuation Office; and Teachers must comply with any instructions in the matter of proof of age received from that office.

The following is the order in which Evidence of Age will be regarded as satisfactory:—

1. Registrar's Certificate of Birth.

Such Certificates can generally be obtained by persons born in England since 30th June, 1837, from the Registrar-General, Somerset House, London; by those born in Scotland since 31st December, 1854, from the General Register Office, Edinburgh; and by those born in Ireland since 1st January, 1864, from the Registrar-General, Charlemont House, Dublin; or from the Superintendent Registrar of the District in which the birth took place. Should the Certificate not contain the Christian Name of the Teacher, a Statutory Declaration that it refers to him, made by a parent or some other person able to speak positively to the fact, must be produced in support of it.

Where Evidence under this head is procurable, no other will be accepted.

2. Baptismal Certificate in which date of birth is included.

3. Baptismal Certificate (in case of a Roman Catholic) without date of birth.

A Certificate of Baptism should be a copy of the entry thereof in a Parochial or other Register, signed by the Clergyman in whose possession the Register is, and certified by him to be a true extract. Under 33 & 34 Vic., cap. 97, it must bear a penny Inland Revenue Stamp.

Statements by Parish Priests, &c., on the testimony of other parties will not be received in place of such Certificates.

4. Certified Extract from Family Bible or Prayer Book, accompanied by a Declaration made before a Magistrate by a parent or some near relative.

Declarations should be drawn upon paper bearing an Impressed 2s. 6d. General Duty Stamp, which may be obtained at a Local Stamp Office. [33 & 34 Vic., cap. 97.] The Book containing the entry of Birth must be produced to the Magistrate at the time of making the Declaration, and must be mentioned in the Declaration as having been so produced.

5. A Declaration made before a Magistrate by some relative (preferably a parent), or friend who has known the Teacher from infancy.

The Declaration must be made on paper bearing an Impressed 2s. 6d. General Duty Stamp. The Declarant should state the precise circumstances which enable him to call to mind the time of the event to which he declares.

Petty Sessions or other adhesive stamps cannot be accepted on Declarations.

Evidence under Heads 4 or 5 will not be accepted unless it can be shown that evidence under Heads 1, 2, or 3 is not procurable.

XXXIII.

Registrars' Certificates of Age of Pupils (if under 14 years) at reduced Cost [6d.]

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Rules and Regulations of Commissioners

Order of Secretary of State prescribing Form of Requisition for Certified Copy of Entry of Birth in Register.

WHEREAS by section 104 of the Factory and Workshop Act, 1878, it is enacted as follows :—Where the age of any child is required to be ascertained or proved for the purposes of this Act, or for any purpose connected with the elementary education or employment in labour of such child, any person, on presenting a written requisition in such form and containing such particulars as may be from time to time prescribed by a Secretary of State, and on payment of such fee, not exceeding one shilling, as a Secretary of State from time to time fixes, shall be entitled to obtain, in Ireland, a certified copy under the hand of the Registrar or Superintendent Registrar under the Registration of Births and Deaths (Ireland) Act, of the entry in the register under that Act of the Birth of the child named in the requisition.

Now, I, the Right Honourable Richard Asheton Cross, one of Her Majesty's principal Secretaries of State, in pursuance of the power given to me as aforesaid, hereby order as follows :—

The requisition to be made under the enactment above recited to obtain a certified copy under the hand of the Registrar, or Superintendent Registrar, of an entry of birth in the Register, shall be in the form set forth in the Schedule to this order, and the fee to be paid to the Registrar shall be sixpence for each such certified copy furnished by him under the same enactment.

FORM FOR MAKING APPLICATION.

[Copies of this form can be had on application to the District Inspector or to the Office of National Education.]

Requisition for a certified Copy of an Entry of Birth for the purposes of the above Act, or for any purpose connected with the elementary education or employment in labour of a child.

To the Registrar or Superintendent Registrar having the custody of the Register in which the birth of the undermentioned child is registered : I, the undersigned, hereby demand, for the purposes above mentioned, or some or one of them, a certificate of the birth of the child named in the subjoined schedule.

| Christian Name and Surname of the Child of whose age a Certificate is required. | Name of the Parents of such Child. | | Where such Child was born. | In what year such Child was born. |
|---|------------------------------------|---------|----------------------------|-----------------------------------|
| | Father. | Mother. | | |
| | | | | |

Dated this day of

Signature, _____

Address, _____

Occupation, _____

Home Office,
10th December, 1878.

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sioners.

XXXIV.

LEASES FOR SCHOOLS (IRELAND) ACT, 1881 (44 & 45 Vic., c. 65).

An Act to facilitate leases of land for the erection thereon of Schools and Buildings for the promotion of Public Education in Ireland.

WHEREAS it is expedient to provide greater facility for obtaining leases of land of sufficient duration to enable the erection of schools and teachers' residences for the purposes of public education in Ireland :

Be it therefore enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows :

Interpre-
tation of
terms.

1. In the construction of this Act the words "grantor," "lessor," and "person" shall extend to and include any body corporate.

The word "entitled" shall mean entitled either legally or equitably.

The word "settlement" shall mean every assurance or connected set of assurances, whether by articles, agreement, deed, will, Act of Parliament, or otherwise, by which lands are or shall be limited in a course of settlement or be agreed so to be settled.

The words "public education" shall include education provided in return for periodical payments as well as purely gratuitous or free education.

Power of
making
lease.

2. Every person hereinafter described entitled in possession to any estate or interest hereinafter specified in lands in Ireland, or to the receipt of the income thereof, whether or not such estate or interest shall be subject to any mortgage or other incumbrance (provided the mortgagee or incumbrancer shall not be in possession), shall have power to make leases of any part of the said lands (other than the mansion-house and demesne or pleasure grounds usually occupied with such mansion-house), and not exceeding in the whole one statute acre for the purposes and periods of time and subject to the covenants and conditions hereinafter provided (that is to say)

- (a.) Her Majesty the Queen and her successors and the Commissioners of Woods and Forests :
- (b.) Tenants in fee-simple or fee-farm, or in tail general or special, or in quasi entail :
- (c.) Tenants for their own lives or *pur autre vie* :
- (d.) Married women entitled to any estate above described under letters (a.), (b.), and (c.) for their separate use, and whether restrained or not from anticipation :
- (e.) Tenants by the courtesy of England :
- (f.) Husbands seized in right of their wives or by entiresies with their wives, provided every such wife shall be a concurring party in any lease under their act :
- (g.) Corporations lay, eleemosynary, and collegiate, whether aggregate or sole :
- (h.) Trustees of charities or for public purposes, provided any lease to be made by any such trustees under this Act shall be approved of under the seal of the Commissioners of Charitable Donations and Bequests for Ireland :

- (i.) Trustees under any will or settlement, provided that no lease to be made under this Act by any such trustees shall be valid without the consent in writing of any person whose consent may be requisite under such will or settlement to the exercise of any power of sale or exchange or any leasing power therein contained.

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Rules and Regulations of Commissioners.

3. In case any person (not being a trustee) who would be entitled to make a lease under this Act shall happen to be under any of the disabilities hereinafter mentioned, the power to lease under this Act shall be exercised in his or her name or behalf in the following manner; (that is to say), if an infant, by his or her guardian or guardians, or by the Lord Chancellor of Ireland, if such person have no guardian; if lunatic or idiot or *non compos mentis*, then by the committee of the estate, and if there shall be no such committee then by the Lord Chancellor of Ireland: Provided always, that no such lease of land belonging to an infant, lunatic, idiot, or person *non compos mentis* shall be valid without the consent of the Lord Chancellor of Ireland obtained by a summary petition to him by some person interested.

Provision in case of disability.

4. A lease under this Act may be made of any quantity of land not exceeding one acre statute measure for a site for a school or schools and playground, or other accommodation in connexion therewith, or for teachers' residences, for any term not exceeding nine hundred years, nor less than ninety-nine years, at a nominal rent.

Limitation of lease.

5. Every such lease shall imply the following covenants, conditions, and agreements as fully as if they were therein expressly inserted on the part of the lessees or grantees in such lease and their successors, or, as the case may be, their heirs, executors, administrators, or assigns, that is to say:

Covenants implied.

- (1.) Covenant to expend upon the premises demised the sum agreed on as the consideration for the lease within a period to be specified in such lease commencing from the date thereon:
- (2.) To pay the rent, and all taxes and impositions payable on the tenant's part:
- (3.) To repair, maintain, and keep the demised premises and all improvements thereon in good repair during the term:
- (4.) That the said premises shall not be used or applied for any other purposes than those to be expressed in the lease:

Conditions (5) that if the demised premises shall for a period of three years continuously cease to be used for any of the said expressed purposes, it shall be lawful for the lessor, or his, her, or their successors in estate, to re-enter; and (6) that it shall also be lawful for the said lessor, his, her, or their successors in estate, at all times to enter and inspect the premises (and all such implied covenants and conditions shall enure for the benefit of the persons who would, if no such lease had been made, have been entitled for the time being to the possession of the lands therein comprised, or the receipt of any rents thereof).

6. Every lease made under this Act shall be by indenture sealed and delivered in the presence of at least one witness, and a counterpart of such lease shall be executed by the grantees or lessees therein named, and delivered to the lessor or grantor.

Form of lease.

7. Every lease made pursuant to this Act shall be effectual to bind the lessor or grantor and his, her, and their successors, heirs, executors,

Effect of lease.

Appendix B. and administrators and assigns, and all persons deriving under the same title or settlement as the said lessor or grantor, and notwithstanding any entail, law, or custom to the contrary, and whether or not there shall be any leasing power contained in any such settlement by deed or will, or belonging or annexed to the estate of such grantor or lessor, but so as not to prejudice or interfere with any such other power.

Short title. 8. This Act may be cited as the Leases for Schools (Ireland) Act, 1881.

XXXV.

PATENT GRANTING SUPPLEMENTAL CHARTER TO THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

Victoria, by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and so forth. To all unto whom these presents shall come, greeting.

Whereas, the Body Corporate and Politic of Commissioners of National Education in Ireland was incorporated under and by virtue of our Charter or Letters Patent under the Great Seal of that part of Our United Kingdom of Great Britain and Ireland, called Ireland, bearing date the Twenty-sixth day of August, in the Ninth year of our Reign, being in the year of Our Lord One Thousand Eight Hundred and Forty-five, and which said Charter was enrolled in the Office of the Rolls of Our High Court of Chancery in Ireland, on the First day of September, One Thousand Eight Hundred and Forty-five, the tenor of which Charter or Letters Patent is as follows:—

“Victoria, by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and so forth. To all to whom these presents shall come, greeting. Whereas, in order to promote the welfare, by providing for the Education of the Poor of Ireland, it is expedient that the Commissioners of National Education in Ireland should be invested with the powers and privileges herein contained. Know ye therefore, that We, of our special grace, certain knowledge, and mere motion, by and with the advice and consent of our right trusty and well beloved Counsellor, William Baron Heytesbury, Knight Grand Cross of the most Honorable Military Order of the Bath, our Lieutenant-General and General Governor of Ireland, and according to the tenor of our Letter, under our Privy Signet and Royal Sign Manual, bearing date at our Court at St. James's, the Seventh day of August, One Thousand Eight Hundred and Forty-five, in the Ninth Year of our Reign, and now enrolled in the Rolls of our High Court of Chancery in Ireland, have granted, constituted, and declared, and by these presents for Us, our Heirs and Successors, We do grant, constitute, and declare, that the Most Reverend Father in God, our trusty and right entirely beloved Cousin and Counsellor, Richard, Archbishop of Dublin, Primate of Ireland, our trusty and well-beloved the Most Reverend Archbishop Daniel Murray, our trusty and well-beloved Franc Sadlier, Doctor in Divinity, Provost of Trinity College, Dublin, our right trusty and well-beloved Counsellor, Sir Patrick Bellew, Baronet, our trusty and well-beloved Richard Wilson Greene, Esquire, our Solicitor-General in that part of our said United Kingdom called Ireland, our trusty and well-beloved Pooley Shuldham Henry, Doctor in Divinity, our trusty and well-beloved John Richard Corballis, Esquire, one of our Counsel at Law, our trusty and well-beloved Alexander Macdonnell, Esquire, and our trusty and well-beloved Charles William Fitzgerald, commonly called the Marquis of Kildare,

"Commissioners of National Education in Ireland, and all and every
 "other person and persons who shall from time to time be appointed
 "Commissioners of National Education in Ireland, by the Lord
 "Lieutenant or other Chief Governor or Governors of Ireland for the
 "time being (the said Commissioners, and all and every other person
 "and persons so appointed by the Lord Lieutenant or other Chief
 "Governor or Governors of Ireland for the time being, to be removable
 "at his or their pleasure), shall he for ever hereafter one Body Corporate,
 "called '*The Commissioners of National Education in Ireland*,' and then
 "by the name of '*Commissioners of National Education in Ireland*,'
 "into one Body Corporate and Politic, in deed, fact, and name for ever,
 "We do, for Us, our Heirs and Successors, erect, constitute, establish,
 "confirm, and declare, by these presents, and We do for Us, our Heirs,
 "and Successors, grant and declare that by the same name of '*The*
 "*Commissioners of National Education in Ireland*,' they shall have
 "perpetual succession, and that they and their successors by that name,
 "from time to time, and at all times hereafter, shall be able and capable
 "in Law, without our licence in Mortmain, to have, take, purchase,
 "receive, hold, enjoy, and retain to them and their Successors, in fee
 "and perpetuity, any manors, lands, tenements, rents, annuities, privi-
 "leges, liberties, possessions, and hereditaments of what kind, nature, or
 "quality soever in Ireland, not exceeding, in the whole, the clear yearly
 "value of Forty Thousand Pounds Sterling. And moreover to purchase
 "and acquire any goods and chattels whatsoever, and also to take and
 "receive any sum or sums of money, or any manner or portion of goods
 "and chattels that shall to them be given, granted, devised, or bequeathed,
 "by any person or persons, Bodies Corporate and Politic capable of
 "making a gift or devise thereof, and therewith and therout to erect,
 "maintain, and support in all places of that part of our said United
 "Kingdom called Ireland, where they shall deem the same to be most
 "necessary and convenient, such and as many schools as they shall
 "think proper. And also to give, grant, alien, assign, and dispose of
 "any manors, lands, tenements, rents, hereditaments, goods, and chattels,
 "and to do and execute all and singular other matters and things
 "necessarily thereunto. And also to give and grant any lease or leases
 "of any lands or tenements belonging to, or which may hereafter belong
 "to the said Body Corporate and Politic for any term not exceeding
 "Three lives or Thirty-one years, provided that any such alienation, and
 "that every such lease or leases be made with the approbation of the
 "major part of the Members of the said Body Corporate then present (such
 "major part being at least three in number), and every lease so to be made
 "shall be of lands in possession, and not in reversion. And We do also
 "for Us, our Heirs and Successors, give and grant to every subject
 "and subjects whatsoever of Us, our Heirs and Successors, whether
 "incorporated or not incorporated, special license, power, faculty, and
 "authority, to give, grant, sell, alien, assign, dispose, or bequeath unto
 "the said Commissioners of National Education in Ireland, and their
 "successors, for the use and benefit of them and their successors, any
 "manors, lands, tenements, rents, privileges, liberties, possessions, and
 "hereditaments, of what nature or kind soever, within that part of Our
 "said United Kingdom called Ireland, so as the same do not exceed
 "the whole the clear yearly sum of Forty Thousand Pounds sterling;
 "and that the said Body Corporate and their successors, by the name
 "of '*The Commissioners of National Education in Ireland*,' shall and
 "may plead and be impleaded, sue and be sued, answer and be
 "answered, defend and be defended, in all or any courts or places,

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“and before any Judges, Justices, Officers of Us, our Heirs and Successors, in all and singular actions, pleas, suits, plaints, matters, and demands of what kind or quality soever they shall be, in the same manner and form, and as fully and amply as any of our subjects of our realm, may or can do, sue or be sued, plead or be impleaded, answer or be answered unto, defend or be defended. And that the said Body Corporate shall and may have and use a common seal for the affairs and business of National Education in Ireland, and that it shall and may be lawful for the said Body Corporate and their successors, the same seal from time to time, to change, alter, or make new, as to them shall seem proper. And We do hereby for Us, our Heirs and Successors, ordain, declare, and direct that, whenever the said Commissioners, or either or any of them, or any other person or persons to be appointed in their place or in succession to them, or any of them, shall by death, resignation, removal, or otherwise, cease to be a Commissioner or Commissioners of National Education in Ireland, then and in every such case it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland, for the time being, by warrant under hand and seal, to appoint one other person in the place and stead of any such person so ceasing to be such Commissioner respectively, and any such person so to be appointed shall accordingly be and become one of the Commissioners of National Education in Ireland, and member of the Corporation hereby constituted. And We do hereby for Us, our Heirs and Successors, grant, declare, and appoint, that it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland, for the time being, if it shall appear fit to him or them respectively, to increase the number of the Commissioners of National Education in Ireland: Provided, however, that the whole number of persons intended by virtue of these presents to be incorporated as aforesaid, do not at any time exceed fifteen, but may consist of any less number. Lastly, We do, by these presents, for Us, our Heirs and Successors, grant unto the said Body Corporate, by the name of *The Commissioners of National Education in Ireland*, and to their successors, that these our Letters Patent, or the enrolment hereof, shall be in and by all things, good, firm, valid, sufficient, and effectual in the law, according to the true intent and meaning thereof, and shall be taken, construed, and adjudged in the most favourable and beneficial sense for the best advantage of the said Body Corporate, and their successors, as well in all courts of records as elsewhere, and by all and singular the officers and ministers, whomsoever and whosoever of Us, our Heirs and Successors. Provided always, that these our Letters Patent be enrolled in our High Court of Chancery in Ireland within the space of six calendar months next ensuing the date hereof. In witness whereof We have caused these Our Letters to be made Patent. Witness, William Baron Heytesbury, our Lieutenant-General and General Governor of Ireland, at Dublin, the Twenty-sixth day of August, in the Ninth year of Our Reign.” And whereas the Body Corporate and Politic of the said Commissioners of National Education in Ireland at present consists of the following named persons—that is to say, the Right Honorable Patrick Lord Bellew, formerly Sir Patrick Bellew, Baronet, the Reverend Pooley Shuldham Henry, Doctor of Divinity, the Right Honorable Alexander Macdonnell, formerly Alexander Macdonnell, Esquire, and the Right Honorable Charles William Fitzgerald, commonly called the Marquis of Kildare, being

four of the Commissioners named in and created Members of the said Body Corporate and Politic by the said Charter, and of the Right Honorable Maziere Brady, our Lord Chancellor of Ireland, Robert Andrews, Esquire, *q.c.*, *LL.D.*, James Gibson, Esquire, the Very Reverend Walter Meyler, Doctor of Divinity, Jeremiah John Murphy, Esquire, Master in Chancery, the Right Reverend William Higgin, Lord Bishop of Derry and Raphoe, the Honorable Mountifort Longfield, *LL.D.*, Judge of our Landed Estates Court, Ireland, the Right Honorable Thomas O'Hagan, our Attorney-General in Ireland, being eight of the said Commissioners, since duly appointed in the manner prescribed by the said Charter. And whereas, in and by the said Charter, it was provided that the number of persons intended by virtue thereof to be incorporated, should not at any time exceed fifteen, but might consist of any less number. And whereas, in order further to promote the welfare by providing for the education of the poor of Ireland, it appears to Us expedient that the number of the Commissioners of National Education in Ireland should be increased, so that the persons constituting the said Body Corporate and Politic should not at any time exceed Twenty, of whom Ten and not more than Ten, shall be Protestants, and Ten and not more than Ten shall be Roman Catholics, but that the said persons constituting the said Body Corporate and Politic may consist at any time of a less number than Twenty. And, further, that to make up the number of said Commissioners to Twenty, as aforesaid, the persons next hereinafter named shall be forthwith created Members of the said Body Corporate and Politic in conjunction with the present Members thereof hereinbefore set forth—that is to say, the Right Honorable Edwin Richard Windham, Earl of Dunraven, the Right Honorable James Henry Monahan, Lord Chief Justice of our Common Pleas in Ireland, the Right Honorable David Richard Pigot, Lord Chief Baron of our Exchequer in Ireland, James Anthony Lawson, Esquire, *LL.D.*, our Solicitor-General in Ireland, the Reverend John Hall, Laurence Waldron, Esquire, *M.P.*, John Lentsaigne, Esquire, and John O'Hagan, Esquire. Know ye, therefore, that We, of our special grace, certain knowledge, and mere motion, by and with the advice and consent of our right trusty and right well-beloved Cousin and Councillor, George William Frederick Earl of Carlisle, *K.G.*, our Lieutenant-General and General Governor of that part of our said United Kingdom of Great Britain and Ireland called Ireland; and, according to the tenor and effect of our Letter, under our Privy Signet and Royal Sign Manual, bearing date at our Court at St. James's, the twentieth day of February, one thousand eight hundred and sixty-one, in the twenty-fourth year of our Reign, and now enrolled in the Rolls of our High Court of Chancery in Ireland aforesaid, have granted, constituted, and declared, and by these presents for Us, our Heirs and Successors, We do grant, constitute, and declare, that the Right Honorable Patrick Lord Bellew, the Reverend Pooley Shuldham Henry, Doctor of Divinity, the Right Honorable Alexander Macdonnell, the Right Honorable Charles William Fitzgerald, commonly called the Marquis of Kildare, the Right Honorable Maziere Brady, our Lord Chancellor of Ireland, Robert Andrews, Esquire, *q.c.*, *LL.D.*, James Gibson, Esquire, the Very Reverend Walter Meyler, Doctor of Divinity, Jeremiah John Murphy, Esquire, Master in Chancery, the Right Reverend William Higgin, Lord Bishop of Derry and Raphoe, the Honorable Mountifort Longfield, *LL.D.*, Judge of our Landed Estates Court, Ireland, the Right Honorable Thomas O'Hagan, our Attorney-General in Ireland, the Right Honorable Edwin, Richard Windham, Earl

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of Dunraven, the Right Honorable James Henry Monahan, Lord Chief Justice of our Common Pleas in Ireland, the Right Honorable David Richard Pigot, Lord Chief Baron of our Exchequer in Ireland, James Anthony Lawson, Esquire, LL.D., our Solicitor-General in Ireland, the Reverend John Hall, Laurence Waldron, Esquire, M.P., John Lentaigue, Esquire, and John O'Hagan, Esquire, be the Commissioners of National Education in Ireland, and all and every other person and persons who shall from time to time be appointed a Commissioner or Commissioners of National Education in Ireland, by the Lord Lieutenant or other Chief Governor or Governors of Ireland for the time being (the said Commissioners, and all and every other person and persons so appointed by the Lord Lieutenant or other Chief Governor or Governors of Ireland, for the time being, to be removable at his or their pleasure) to be for ever hereafter one Body Corporate and Politic in deed and in name, and that the said Body Corporate shall be called "*The Commissioners of National Education in Ireland*," and them by the name of "*The Commissioners of National Education in Ireland*," into one Body Corporate and Politic, in deed, fact, and name, for ever, for Us, our Heirs and Successors, to direct, constitute, establish, confirm and declare; and that the said Commissioners of National Education in Ireland shall exercise and enjoy all and singular the gifts, grants, liberties, privileges and immunities, possessions, real and personal, whatsoever, by any Act or Acts of Parliament, or by the said recited Letters Patent, or by any Letters Patent granted and confirmed unto, and lawfully acquired by the said Body Corporate and Politic, or which might be exercised and enjoyed by them as members for the time being of the said corporation, and not hereby altered or amended. And We do hereby for Us, our Heirs and Successors, ordain, declare, and direct, that when the said Commissioners, or either or any of them, or any other person or persons to be appointed in their place or in succession to them, or any of them, shall by death, resignation, removal or otherwise, cease to be a Commissioner or Commissioner of National Education in Ireland, that then and in every such case it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland for the time being, by Warrant, under Hand and Seal, to appoint one other person in the place and stead of any such person so ceasing to be such Commissioner, respectively, so, however, that in case at the time of such appointment the minority in number of the members of the said Body Corporate and Politic shall be Protestants, the person so to be appointed shall be a Protestant, and in case at the time of such appointment the minority in number of the members of the said Body Corporate and Politic shall be Roman Catholics, the person so to be appointed shall be a Roman Catholic; it being our intention, that as far as practicable, one-half of the Members of the said Body Corporate and Politic shall always be Protestants, and the other half Roman Catholics; and every such person so to be appointed shall accordingly be and become one of the Commissioners of National Education in Ireland, and member of the Corporation by the said recited Letters Patent, and by these our Letters Patent to be constituted. And We do hereby for Us, our Heirs and Successors, grant, declare, and affirm, that it shall and may be lawful for the said Lord Lieutenant, or other Chief Governor or Governors of Ireland for the time being, if it shall appear fit to him or them respectively, to keep up the full number of twenty persons as Commissioners of National Education in Ireland; and that at all times, so long as the said full number of twenty persons shall be kept up, ten and not more than ten of such persons shall be persons

professing the Roman Catholic religion. Provided, however, that the whole number of persons intended by virtue of such Letters Patent to be incorporated as aforesaid, do not at any time exceed twenty, but may consist of any less number. And further, We do hereby for Us, our Heirs and Successors, grant, declare, and appoint, that the said recited Letters Patent, dated the Twenty-sixth day of August, in the Ninth year of Our Reign, are to be in all respects confirmed, save as to so much thereof as relates to the names, number, and religious profession of the persons as aforesaid hereafter to constitute the members of the said Corporation, and the appointments to be from time to time made in future of the persons to fill the place of members ceasing to be Commissioners as aforesaid. And lastly, We do by these presents, for Us, our Heirs and Successors, grant unto the said Body Corporate, by the name of "*The Commissioners of National Education in Ireland*," and to their successors, that these, our Letters Patent, or the enrolment hereof, shall be in and by all things, good, firm, valid, sufficient, and effectual in the law, according to the true intent, and meaning thereof, and shall be taken, construed, and adjudged in the most favourable and beneficial sense, for the best advantage of the said Body Corporate and their successors, as well in all Courts of Records as elsewhere, and by all and singular the Officers and Ministers whomsoever and wheresoever of Us, our Heirs and Successors: Provided always, that these our Letters Patent be enrolled in the Rolls of our High Court of Chancery in Ireland, within the space of six calendar months next ensuing the date hereof. In WITNESS whereof We have caused these our Letters to be made Patent. Witness, George William Frederick, Earl of Carlisle our Lieutenant-General and General Governor of Ireland, at Dublin, the Eleventh day of March, in the Twenty-fourth Year of our Reign.

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RALPH CUSACK, Clerk of the Crown and Hanaper. [SEAL.]

Enrolled in the Office of the Rolls of Her Majesty's High Court of Chancery in Ireland, on the Twenty-sixth day of March, One Thousand Eight Hundred and Sixty-one.

JOHN REILLY.

XXXVI. (a.)

FORM of LEASE to COMMISSIONERS of NATIONAL EDUCATION.

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and BETWEEN
of the first part of the second part: and THE COMMISSIONERS OF NATIONAL EDUCATION in IRELAND of the third part. WHEREAS the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, in the year of our Lord One Thousand Eight Hundred and Forty-five, have been incorporated, and are by said Charter empowered to take and hold lands as therein mentioned. AND WHEREAS the object of the system of National Education is to afford combined literary and moral, and separate religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. AND WHEREAS the management of such schools belongs to the respective Local Patrons thereof, who have the power of appointing the Teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority. AND WHEREAS the said desirous that a National

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School, to be called National School, should be established on the principles aforesaid, on the lot of ground hereinafter demised. AND WHEREAS the sum required for the building and erecting the said intended School-house, and the finishing and furnishing thereof, amounts to the sum of AND WHEREAS application hath been made to the said Commissioners of National Education to approve of a Grant in aid of the sum so required. AND WHEREAS the sum of sterling has been raised, or is intended to be raised by voluntary contribution or local subscriptions towards defraying the expenses of the building, finishing, and furnishing said intended School-house. AND WHEREAS the said Commissioners of National Education have, in order to promote the establishment of the said School, by Minute bearing date the day of in the year of our Lord approved of the sum of sterling, to make up the said estimated sum of sterling, being paid out of the funds voted by Parliament to the Commissioners of Public Works for the erection of National Schools in Ireland. And the said has been nominated as Patron of the said intended National School, and has been approved of by the said Commissioners. Now THIS INDENTURE WITNESSETH that the said in order to promote the said object, and in consideration of the said sum of by the said Commissioners of National Education so approved to be paid as aforesaid, doth by these presents grant and demise unto the said Commissioners of National Education, all that Lot of Ground, described in the Map thereof, on these Presents delineated, situate in the Townland of Parish of Barony of and County of containing and bounded To hold the same to the said Commissioners of National Education in Ireland, from the day of the date of these Presents, for and during Yielding therefor, during the said term, the Rent of One Penny on the Feast of St. Michael, in every year, if same shall be demanded. And it is hereby declared, that every school to be kept on the Premises hereby demised shall be subject to the Rules and Regulations of the said Commissioners, which are applicable to Schools vested in them, and the principal of which Rules are specified in the Schedule endorsed hereon and signed by the Secretaries of the said Commissioners, and to such further and other Rules and Regulations of the said Commissioners, as may, from time to time, be framed by them, in strict accordance with the fundamental principle above mentioned; and it is hereby agreed, that from and after the day of the date of these presents the said School-house shall be kept in repair by the said Commissioners. PROVIDED ALWAYS, and it is hereby further expressed and declared to be the true intent and meaning of these Presents, and of the several Parties hereto, that if the said his Heirs, Executors, Administrators, or Assigns, shall pay or cause to be paid to the said Commissioners of Public Works, or their Successors, all such Sum or Sums as they shall expend in building and establishing, as well as in additions or improvements to the said School, then and in such case, these Presents, and every thing herein contained shall cease and be void. PROVIDED ALSO, that in computing the amount of any additional Sums expended by the said Commissioners, no money laid out in repairs shall be taken into account, nor any Sum expended by them in any year in which the entire Sum so expended by them shall be less than Twenty-five Pounds. PROVIDED ALSO, that in case the said as Patron, shall be desirous of being discharged from the management of said School, or shall go or reside out of Ireland, or shall neglect or refuse, or become incapable to act as such Patron, or shall be anxious for any reason to be relieved from the Patronage of said School, it shall and may be lawful for him to nominate and appoint a Person, who shall, in the case of any

of the events before mentioned arising, or in case of his death, succeed him as Patron; and that such successor shall have a like power of nomination, and such successor in each case, with the approval of the said Commissioners shall act as Patron accordingly; and in the event of such Patron or any of his successors declining, neglecting, or refusing to exercise the powers of appointment hereby given as aforesaid, that then, and in all or any of such case or cases, it shall and may be lawful to and for the said Commissioners to nominate and appoint such new Patron in the room of any such Patron as aforesaid, for the management of said School. PROVIDED ALWAYS, that the person in whose room any new Patron shall be appointed as aforesaid, shall not be liable for anything done or neglected after such appointment. And the said hereby for and Heirs, Executors, Administrators, and Assigns, covenant and agree to and with the said Commissioners that he and they, their and his Heirs, Executors, Administrators, and Assigns, shall and will from time to time, and at all times hereafter, upon the request of the said Commissioners, and at cost, do and execute all such further acts, deeds, and assurances in the law whatsoever, for corroborating and confirming these Presents as by the said Commissioners or their Counsel learned in the Law, shall be reasonably required or directed. And the said covenant with the said Commissioners of National Education in Ireland, that the said Commissioners, paying the said Rent, if demanded, shall and may possess the said Premises for the said term, without any disturbance from the said Heirs, Executors, Administrators, and Assigns. IN WITNESS whereof the said hereunto put Hand and Seal, and the said Commissioners have caused their Corporate Seal to be affixed hereto, the Day and Year first above written.

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Signed, Sealed, and Delivered by the said }
in the presence of }

XXXVI. (b.)

FORM of LEASE to TRUSTEES.

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and BETWEEN of the first part Trustees for the purposes hereinafter mentioned of the second part, and the Commissioners of National Education in Ireland, of the third part. WHEREAS the object of the system of National Education is to afford Combined literary and moral, and Separate Religious Instruction, to Children of all persuasions, as far as possible in the same School, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. AND WHEREAS the said desirous that a National School, to be called National School, should be established on the principles aforesaid, and a suitable School-house and Premises for the same be built and erected on the lot of ground hereinafter described, and for that purpose that the said lot of ground should be demised to and vested in the said who have been nominated as Trustees of the said intended National School and Premises, and have been approved of by the said Commissioners of National Education. AND WHEREAS the sum required for the building and erecting the said intended School-house, and the finishing and furnishing thereof, amounts to the sum of AND WHEREAS application hath been made to the said Commissioners of National Education to approve of a Grant in aid of the sum so required.

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AND WHEREAS the sum of sterling has been raised, or is intended to be raised by voluntary contribution or local subscriptions towards defraying the expenses of the building, finishing, and furnishing said intended School-house. AND WHEREAS the said Commissioners of National Education have, in order to promote the establishment of the said School, by Minute bearing date the day of in the Year of our Lord approved of the sum of sterling to make up the estimated sum of sterling, being paid out of the funds voted by Parliament to the Commissioners of Public Works for the erection of National Schools in Ireland.

NOW THIS INDENTURE WITNESSETH that the said in order to promote the said object, and in consideration of the said sum of by the said Commissioners of National Education so approved to be paid as aforesaid, by these presents grant and demise unto the said and their Executors, Administrators, and Assigns, all that Lot of Ground, described in the Map thereof, on these Presents delineated, situate in the Townland of Parish of Barony of and County of containing and bounded To hold the same to the said and their Executors, Administrators, and Assigns, from the day of the date of these presents for and during

NEVERTHELESS upon the trusts hereinafter mentioned they the said and their Executors, Administrators, and Assigns, yielding therefor, during the said demise, the Rent of One Penny on the Feast of St. Michael, in every year, if same shall be demanded. AND it is hereby declared that the said demise is so made upon trust that a National School in connexion with the said Commissioners of National Education shall at all times, during the term aforesaid, be maintained upon the said premises, and that every school to be kept on the premises hereby demised shall be subject to the rules and regulations of the said Commissioners of National Education applicable to schools vested in trustees, which rules are specified in the Schedule endorsed hereon, signed by the Secretaries of the said Commissioners of National Education. PROVIDED that in case they the said and or either of them, their or any of their heirs, executors, administrators, and assigns, or any future trustee to be hereafter appointed by virtue of these presents, shall die or be desirous of being discharged from the trust hereby created, or shall go or reside out of Ireland for a continuous period of twelve calendar months, or shall neglect or refuse for three calendar months after demand made in writing by the said grantor, his heirs, executors, and assigns, or by the said Commissioners of National Education or their successors, to carry out the trusts of these presents according to the true intent hereof, or become incapable to execute such trusts, it shall and may be lawful to and for the surviving or continuing trustee or trustees to nominate and appoint a new trustee or trustees in the room of any such trustee or trustees, every such new trustee or trustees to be first approved of by the said Commissioners of National Education or their successors for the time being; and in case any such surviving or continuing trustee or trustees shall neglect or refuse to exercise the powers of appointment hereby given as aforesaid within six calendar months after all or any of the events hereinbefore mentioned shall take place, or in case the office of trustee shall, from any cause whatever, be wholly vacant for the space of twelve calendar months, that then, and in all or any of such cases, it shall and may be lawful to and for the said Commissioners of National Education or their successors for the time being to nominate and appoint such new trustee or trustees in the room of any such trustee or trustees as aforesaid, upon the like trusts as are hereinbefore mentioned, and that thereupon the said premises

hereinbefore mentioned shall be conveyed and assigned so as that the same shall vest in such new trustee or trustees so to be nominated and approved as aforesaid, either jointly with any surviving or continuing trustee or solely as the case may require upon the like trusts, and to and for and subject to the like uses, intents, regulations, conditions, and purposes as are hereinbefore mentioned, expressed, and declared or referred to, of and concerning the same. PROVIDED ALWAYS, that the person in whose room any new trustee shall be appointed as aforesaid shall not be liable for any thing done or neglected after such appointment. AND the said and do hereby for themselves, their heirs, executors, administrators, and assigns, jointly, and each of them doth for himself, his heirs, executors, administrators, and assigns, severally covenant with the said Commissioners of National Education and their successors for the time being as aforesaid in manner following, that is to say, that they the said trustees as aforesaid, and each of them, their and each of their executors, administrators, and assigns, shall and will from time to time, and at all times hereafter, well, truly, diligently, and faithfully do, execute, and perform all and every, the uses, trusts, regulations, and conditions, and for the purposes hereinbefore mentioned, expressed, and declared, or referred to, and in them, as such trustees, reposed. And in case it shall happen that at any time hereafter default shall be made in the due execution and performance of all or any of the said trusts, regulations, uses, conditions, and purposes hereinbefore mentioned and expressed, that then and in all or any of such case or cases they the said trustees, or one of them, their or one of their heirs, executors, administrators, or assigns, shall and will, if required by the said Commissioners of National Education or their successors for the time being, well and truly pay or cause to be paid back unto the said Commissioners of Public Works or their successors for the time being, as aforesaid, the said sum of sterling, so paid in aid of the erection of said National School as aforesaid. AND the said for heirs, executors, administrators, and assigns, by these presents, and they the said and for themselves, their heirs executors, administrators, and assigns, do by these presents covenant with the said Commissioners of National Education and their successors for the time being as aforesaid, that the said heirs, executors, administrators, and assigns, and they the said and each of them, their and each of their executors, administrators, and assigns, shall and will, from time to time, and at all times hereafter upon the request of the said Commissioners of National Education or their successors for the time being, and at their own proper costs and charges, do, perform, and execute all and every such further and other act and assurance in the law whatsoever, as well for corroborating and confirming these presents, as also for the farther and better demising, assuring, and confirming all and singular the hereinbefore granted and demised lot of ground and premises, to the several uses and upon, for, and subject to the several trusts, intents, regulations, and purposes hereby respectively mentioned, expressed, and declared, of and concerning the same as by the said Commissioners of National Education or their successors, for the time being, their or any of their Counsel learned in the law shall in that behalf be reasonably advised, devised, required, demanded, or directed. Provided always, and it is hereby declared that it shall be lawful for the trustees or trustee for the time of these presents, with the approbation of the Commissioners of National Education in Ireland for the time being, testified by deed under their common Seal, and with the consent in writing of the said or other the person or persons for the time being entitled beneficially to the said

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premises, hereby demised, in reversion, expectant upon the term hereby granted by any deed or deeds executed by the said trustees or trustee in the presence of and attested by two or more witnesses, to revoke all or any of the trusts and purposes hereinbefore declared concerning the premises hereby demised. AND that thereupon it shall be lawful for the trustee or trustees for the time being of these presents with the consent in writing of the said or other the person or persons for the time being, entitled beneficially to the said premises hereby demised in reversion, expectant upon the term hereby granted by any deed or deeds attested as aforesaid to declare such new or other trusts concerning the same, as to the said trustee or trustees shall seem meet. PROVIDED ALSO that if the trustees or trustee for the time being of these presents shall*

[If the Grantor desire to reserve to himself and his representatives the right of being a party to the revocation of the Trusts, the following words "with the consent in writing of the said [Grantor], his Heirs, Executors, Administrators, or Assigns," should be inserted at*]

pay or cause to be paid to the said Commissioners of Public Works or their successors the said sum of together with such further sum or sums as the said Commissioners shall hereafter expend in additions or improvements to the said School, then and in such case all and every the trusts and purposes hereinbefore declared concerning the premises hereby granted shall cease and be void. PROVIDED that in computing the amount of any additional sums expended by the said Commissioners, no money shall be taken into account expended in any year on which the entire sum so expended by them shall be less than Twenty-five pounds. IN WITNESS whereof the said hereunto put Hand and Seal and the said Commissioners have caused their Corporate Seal to be affixed hereto the day and year first before written.

*Signed, Sealed, and Delivered
by the said*

XXXVI. (c)

FORM of DEED for APPOINTING NEW TRUSTEE.

THIS INDENTURE made day of in the year of our Lord One Thousand Eight Hundred and between of the first part; the COMMISSIONERS of NATIONAL EDUCATION in IRELAND of the second part; and of the third part, WHEREAS by indenture of lease bearing date the day of made between of the first part, the several persons therein named and described as the Commissioners appointed for administering the funds placed at the disposal of His Excellency the Lord Lieutenant of Ireland for the Education of the Poor of Ireland, of the second part, and Trustees named and approved of by and on behalf of the said Commissioners of the third part, after reciting as is therein recited, the said Indenture Witnessed that the said for the considerations therein mentioned, demised unto the said as trustee aforesaid all that lot or piece of ground situated in the townland of parish of barony of and county of whereon there had been built a school-house for the education of the poor children in the parish aforesaid, containing in front feet, or thereabouts, and in breadth in the rear feet, or thereabouts, and in depth from front to rear feet, or thereabouts, bounded as follows, that is to say— together with all buildings and improvements erected and made thereon, and all and singular the rights, easements, and appurtenances to the said lot of ground and premises in anywise appertaining, which said lot of ground is more particularly described by the map thereof on said indenture of

demise inserted. To HOLD the same to the said their Executors, Administrators, and Assigns, for and during upon the trusts and for the purposes therein declared concerning the same, subject to the yearly rent of One Penny, payable on the feast of St. Michael in each year. And it was by the said Indenture provided that in case any of them the said or any Trustee to be appointed by virtue of the said Indenture, should die, or be desirous of being discharged from the trusts thereby created, or should go or reside out of Ireland, or should neglect, or refuse, or become incapable to execute such trusts, it should be lawful to and for the surviving or continuing Trustee or Trustees, to nominate and appoint a new Trustee or Trustees, in the room of any such Trustee or Trustees, such new Trustee or Trustees to be first approved of by the said Commissioners or their successors for the time being; and in case any such surviving or continuing Trustee or Trustees should decline, neglect, or refuse to exercise the power of appointment thereby given as aforesaid, within six calendar months after all or any of the events thereinbefore mentioned should arise, happen, or take place, that then and in all or any of such case or cases, it should be lawful to and for the said Commissioners or their successors for the time being, to nominate and appoint such new Trustee or Trustees as aforesaid, upon the like trusts as were thereinbefore mentioned; and that thereupon the said premises should be conveyed and assigned so as that the same should vest in such new Trustee or Trustees so to be nominated and approved of aforesaid, upon the like trusts, and to and for the like uses, intents, regulations, conditions, and purposes as are thereafter expressed and declared of and concerning the same. AND WHEREAS the said departed this life, leaving the said Co-Trustee surviving. AND WHEREAS the said desirous of appointing to be Trustee of the said recited Indenture in the place and stead of the said deceased.

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NOW THIS INDENTURE WITNESSETH that in pursuance of such desire, and by virtue of the power by the said recited Indenture reserved to the said and of every other power or authority in anywise enabling in this behalf, the said with the consent and approbation of the said Commissioners of National Education in Ireland, testified by joining in the execution of these Presents hereby nominate and appoint the said to be Trustee in the place of the said deceased, for the purposes of said Indenture. And this Indenture further Witnesseth, that with the sanction of the said Commissioners of National Education in Ireland, testified as aforesaid, the said doth by these Presents, grant and assign unto the said all that lot or piece of ground hereinbefore and in said Indenture of demise of the day of and hereinbefore particularly mentioned and described, and all the estate, right, title, trust, possession, claim, and demand, both at Law and in Equity of the said of, in, and to the said premises, with their appurtenances, together with the said Indenture of demise, and all benefit and advantage thereof, To HAVE AND TO HOLD the same, with the appurtenances, unto the said their Executors, Administrators, and Assigns, henceforth for and during the in said Indenture mentioned upon the trusts, and subject to the payment of the rent and the performance of the Covenants in said Indenture reserved and contained. IN WITNESS whereof the said parties of the first and third parts have hereunto affixed their Hands and Seals, and the said Commissioners of National Education in Ireland have caused their Corporate Seal to be affixed hereto, the day and year first above written.

Appendix B. ALPHABETICAL INDEX TO RULES AND REGULATIONS.

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Regulations
of Commis-
sioners.

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| " " Direct internal communication with School-room against rule [67], | 10 |
| " " Site connected with,—for School not preferred [15], | 10 |

APPENDIX C.

Appendix C.

Training
Colleges.RETURNS as to TRAINING COLLEGES. GENERAL REPORTS
INSPECTORS, &c.(1.) Staffs, and Statistics of Proficiency at the Training
Colleges for Teachers.MARLBOROUGH-STREET TRAINING COLLEGE
(For Male and Female Teachers).

Managers.—The Commissioners of National Education.

STAFF IN SESSION 1890-91.

PROFESSORS AND SUPERINTENDENTS OF TRAINING.

| | |
|---|------------------------------------|
| <i>Geometry, Trigonometry, Geography (Mathematical, Physical, and Local), History,</i> | J. Corbett, Esq., LL.D., T.C.D. |
| <i>Methods of Teaching, School Organization, History of Education, English Composition, Experimental Physics, English Language, English Literature,</i> | P. W. Joyce, Esq., LL.D., T.C.D. |
| <i>Arithmetic, Algebra, Book-keeping,</i> | J. J. Doherty, Esq., LL.D., T.C.D. |
| | T. H. Toogan, Esq. |

SUPPLEMENTAL.

| | |
|---|----------------------------------|
| <i>Classics,</i> | E. Young, Esq., D.A. |
| <i>French,</i> | Monsieur C. Pompé. |
| <i>Reading,</i> | E. Burke, Esq., B.A. |
| <i>Drawing,</i> | J. P. Moran, Esq., Miss Harper. |
| <i>Handicraft,</i> | Mr. J. Johnston. |
| <i>Needlework,</i> | Mrs. Studdert, Miss Kearney. |
| <i>Domestic Economy and Hygiene,</i> | Miss Fulham. |
| <i>Vocal Music,</i> | P. Goodman, Esq., Miss M'Kennan. |
| <i>Instrumental Music—Piano and Harmonium,</i> | Miss Gordon. |
| <i>Practical Cookery,</i> | Miss Devine. |
| <i>Resident Superintendent of Male Department,</i> | L. J. Ryan, Esq. |
| <i>Assistant do.,</i> | Mr. E. Doyle. |
| <i>Training Assistant, Male Department,</i> | Mr. B. Chambers. |
| <i>Training Assistants, Female Department,</i> | Misses Norris and Bresland. |
| <i>Literary Assistant, do.,</i> | Miss Duke. |
| <i>Matron, Male Department,</i> | Mrs. Anderson. |
| <i>Matron, Female Department,</i> | Miss M'Carthy. |
| <i>Assistant Matron, do.,</i> | Miss Devine. |
| <i>Medical Attendant,</i> | T. Nedley, Esq., M.D. |
| <i>Dentist,</i> | A. J. Bradshaw, Esq. |
| <i>Hall Porter and Attendant on Lecturer on Physical Science,</i> | Chas. Sullivan. |

ST. PATRICK'S TRAINING COLLEGE, DRUMCONDRA.
(For Male Teachers).Manager.—His Grace The Most Rev. W. J. WALSH, D.D.,
Archbishop of Dublin.

STAFF IN SESSION, 1890-91.

| | |
|------------------------|-----------------------------|
| <i>Principal,</i> | Very Rev. Peter Byrne, C.M. |
| <i>Vice-Principal,</i> | Rev. John E. Flynn, C.M. |
| <i>Chaplain,</i> | Rev. James Dunphy, C.M. |

PROFESSORS.

| | |
|---|--|
| <i>English Language and Literature,</i> | Henry Bedford, Esq., M.A., Cantab. |
| <i>Mathematics, Mechanics,</i> | Joseph P. Magrath, Esq., B.A., Lond. |
| <i>Geography, Grammar, Lesson Books, General History, Composition, Latin,</i> | Daniel Croly, Esq., M.A. |
| <i>Methods of Teaching, School Organization, History of Education, Arithmetic, Book-keeping, Mensuration.</i> | Stephen FitzPatrick, Esq., First of First Class. |

Appendix C.

Training
Colleges.

SUPPLEMENTAL.

| | | | | |
|------------------------------|---|---|---|--|
| <i>Experimental Physics,</i> | . | . | . | Very Rev. Gerald Canon Molloy, D.D., F.R.S.E.; J. P. Magrath, Esq., B.A., Assistant Professor. |
| <i>Hygiene,</i> | . | . | . | John Campbell, Esq., A.B., M.B., T.C.D., F.R.C.S., M.R.I.A. |
| <i>Agriculture,</i> | . | . | . | William Boyle, Esq., Ex-Agricultural Inspector. |
| <i>Music,</i> | . | . | . | Peter Goodman, Esq., and T. Logie, Esq. |
| <i>French,</i> | . | . | . | Monsieur Cadic de la Champignon- nerie. |
| <i>Drawing,</i> | . | . | . | John T. Miles, Esq., R.D.S. |
| <i>Elocution,</i> | . | . | . | J. F. Taylor, Esq. |
| <i>Medical Attendant,</i> | . | . | . | Charles Coppinger, Esq., M.D., F.R.C.S.I., M.R.Q.C.P.I. |

OUR LADY OF MERCY TRAINING COLLEGE, BAGGOT-STREET.
(For Female Teachers).

Manager.—His Grace The Most Rev. W. J. WALSH, D.D.,
Archbishop of Dublin.

STAFF IN SESSION, 1890-91.

| | | | | |
|------------------------|---|---|---|--------------------|
| <i>Principal,</i> | . | . | . | Mrs. M. L. Keenan. |
| <i>Vice-Principal,</i> | . | . | . | Mrs. M. G. Whelan. |

PROFESSORS.

| | | |
|--|---|---|
| <i>English Language, Literature,</i> | . | William Magennis, Esq. |
| <i>Mathematics and Arithmetic,</i> | . | Joseph P. Magrath, Esq., B.A., Lond. |
| <i>Geography, Penmanship, Reading,</i> | . | Miss Hannah Doyle, Certificated First Class. |
| <i>General History, Kindergarten,</i> | . | Miss Anne Phelan, Certificated First of First Class Teacher. |

SUPPLEMENTAL.

| | | | | |
|---|---|---|---|--|
| <i>Physics,</i> | . | . | . | Very Rev. Gerald Canon Molloy, D.D., F.R.U.I.; J. P. Magrath, Esq., B.A., <i>locum tenens.</i> |
| <i>Modern Languages,</i> | . | . | . | Mrs. Connery, Convent National Schools, Baggot-street. |
| <i>Instrumental Music, Organ and Har- monium, and Tonic Sol-fa,</i> | . | . | . | Mrs. Mulherne, do. |
| <i>Instrumental Music, Piano,</i> | . | . | . | Mrs. Brady, do. |
| <i>Piano and Hullah,</i> | . | . | . | Mrs. Kavanagh, do. |
| <i>Needlework, Sewing Machine, &c.,</i> | . | . | . | Mrs. Connery, do. |
| <i>Drawing and Painting,</i> | . | . | . | Mrs. Kennedy, do. |
| <i>Practical Cookery and Domestic Economy,</i> | . | . | . | Miss M'Carthy, Certificated South Kensington. |
| <i>Matron,</i> | . | . | . | Mrs. Mara. |
| <i>Medical Attendant,</i> | . | . | . | Christopher J. Nixon, M.D., LL.D., F.R.Q.C.P.I., F.R.C.S.I. |

CHURCH OF IRELAND TRAINING COLLEGE, KILDARE-PLACE.
(For Male and Female Teachers).

Appendix.

Training
Colleges.

Manager.—His Grace The Most Rev. and Right Hon. Lord PLUNKET,
Archbishop of Dublin.

STAFF IN SESSION, 1890-91.

| | |
|-------------------------------|--|
| Principal, | Rev. H. Kingsmill Moore, M.A., Ball Coll., Oxon. |
| Vice-Principal, | Miss Williams. |
| Chaplain, | Rev. Alexander Leeper, D.D. |
| Assistant, Female Department, | Miss Smith. |

PROFESSORS.

| | |
|---------------------------------------|--|
| Mathematical and Physical Sciences, | James C. Ren, Esq., B.A., B.U.L., Math. Sch. Queen's Coll., Belfast. |
| Experimental Physics, | Chas. Smith, Esq., M.A., T.C.D. |
| English Language and Literature, &c., | Laurence E. Steele, Esq., B.A., B.L. |
| Grammar, Drawing, and Agriculture, | John Cooke, Esq., B.A. |
| Methods of Teaching, &c., | Jeremiah Henley, Esq., First of First Class, &c. |

SUPPLEMENTAL.

| | |
|--|---|
| Vocal Music, | Miss Smith. |
| Instrumental Music, | Charles Grandison, Esq., and Miss Grandison. |
| Needlework, | Miss M. Heron. |
| Matron, Male Department, | Mrs. Henly. |
| Matron, Female Department, | Miss Winter. |
| Practical Cookery, | Miss Todd, Certificated by Northern Union School of Cookery, England. |
| Secretary, Accountant, | Edward Taylor, Esq. |
| Assistant Secretary, &c., | Alfred E. Taylor, Esq. |
| Medical Attendant and Lecturer on Hygiene, | Henry T. Bewley, Esq., M.D., M.S., &c. |
| Drill Sergeant, | Sergt. Ingram. |

Appendix C.
Training
Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1890 and 1891 of the QUEEN'S SCHOLARS in the
TRAINING COLLEGES under the COMMISSIONERS of NATIONAL EDUCATION.

MARLBOROUGH STREET TRAINING COLLEGE

PAPERS.

| PAPERS. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----|---|-------|----|---|------------------------|----|----|-------|----|----|---------------|----|----|-------|----|----|--------------|-----|----|-------|----|---|--------|----|-------|--|
| First of First Class. | | | | | | Second of First Class. | | | | | | Second Class. | | | | | | Third Class. | | | | | | Total. | | | |
| 1890. | | | 1891. | | | 1890. | | | 1891. | | | 1890. | | | 1891. | | | 1890. | | | 1891. | | | 1890. | | 1891. | |
| M. | F. | | M. | F. | | M. | F. | | M. | F. | | M. | F. | | M. | F. | | M. | F. | | M. | F. | | M. | F. | | |
| Number of Students examined, | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | . | . | 2 | . | . | 20 | 8 | 11 | 9 | . | 20 | 56 | 49 | 65 | 39 | 42 | 56 | 89 | 103 | 96 | 105 | | | | | | |
| Answered 90 per cent. or over, | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| . | . | . | . | . | . | . | . | 1 | 1 | . | . | . | . | . | . | . | 1 | . | . | . | . | 1 | . | . | . | . | |
| " between 80 and 90 per cent., | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| . | . | . | 1 | . | . | 5 | . | 2 | 2 | . | 9 | 3 | 6 | 3 | 3 | 11 | 2 | 20 | 5 | 20 | 7 | | | | | | |
| " " 70 " 80 " | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| . | . | . | . | . | . | 7 | 5 | 1 | 2 | . | 14 | 24 | 15 | 14 | 19 | 9 | 17 | 40 | 38 | 33 | 35 | | | | | | |
| " " 60 " 70 " | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| . | . | . | . | . | . | 6 | 3 | 4 | 3 | . | 5 | 14 | 14 | 13 | 12 | 15 | 12 | 24 | 32 | 31 | 32 | | | | | | |
| " " 50 " 60 " | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| . | . | . | . | . | . | 2 | . | 2 | 1 | . | 2 | 9 | 5 | 12 | 1 | 12 | 5 | 21 | 25 | 8 | 25 | | | | | | |
| " under 50 per cent., | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| . | . | . | . | . | . | . | . | 1 | . | . | . | 5 | . | 4 | . | . | 1 | . | 6 | 1 | 5 | | | | | | |
| Total, | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | . | . | 9 | . | . | 20 | 5 | 11 | 9 | . | 30 | 56 | 40 | 40 | 38 | 39 | 48 | 89 | 103 | 95 | 105 | | | | | | |

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1890 and 1891—continued.

"ST. PATRICK'S" TRAINING COLLEGE.

| | PAPER. | | | | | | | | | |
|--------------------------------|-----------------------|-------|------------------------|-------|---------------|-------|--------------|-------|--------|-------|
| | First of First Class. | | Second of First Class. | | Second Class. | | Third Class. | | Total. | |
| | 1890. | 1891. | 1890. | 1891. | 1890. | 1891. | 1890. | 1891. | 1890. | 1891. |
| Number of Students examined, | 4 | 3 | 38 | 48 | 53 | 40 | 41 | 51 | 130 | 142 |
| Answered 90 per cent. or over, | . | . | . | . | . | . | . | . | . | . |
| " between 80 and 90 per cent., | . | . | 3 | 6 | 11 | 6 | 11 | 10 | 25 | 31 |
| " " 70 " 80 " | 2 | 2 | 14 | 19 | 32 | 17 | 24 | 23 | 72 | 63 |
| " " 60 " 70 " | 1 | 1 | 16 | 18 | 9 | 13 | 6 | 12 | 32 | 44 |
| " " 50 " 60 " | 1 | . | 3 | 6 | 1 | 4 | . | 1 | 6 | 10 |
| " under 50 per cent., | . | . | 9 | 1 | . | . | . | . | 2 | 1 |
| Total, | 4 | 3 | 38 | 48 | 53 | 40 | 41 | 51 | 130 | 142 |

Appendix C.
Training
Colleges.

Appendix C.
Training
Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1890 and 1891—continued.

"OUR LADY OF MERCY" TRAINING COLLEGE.

| | PAPERS. | | | | | | | | | |
|--|-----------------------|-------|---------------|-------|--------------|-------|--------|-------|---|---|
| | First of First Class. | | Second Class. | | Third Class. | | Total. | | | |
| | 1890. | 1891. | 1890. | 1891. | 1890. | 1891. | 1890. | 1891. | | |
| Number of Students examined, | 4 | 3 | 29 | 23 | 75 | 75 | 150 | 149 | | |
| Answered 50 per cent. or over, | . | . | . | . | . | . | . | . | . | . |
| " between 50 and 60 per cent., | . | 1 | 4 | 3 | 5 | 1 | 10 | 15 | . | . |
| " " 70 " 80 " | 3 | 2 | 9 | 12 | 18 | 19 | 30 | 40 | . | . |
| " " 60 " 70 " | 1 | . | 10 | 7 | 29 | 28 | 50 | 51 | . | . |
| " " 50 " 60 " | . | . | 5 | 1 | 21 | 25 | 43 | 31 | . | . |
| " under 50 per cent., | . | . | 1 | . | 1 | 3 | 2 | 3 | . | . |
| Total, | 4 | 3 | 29 | 23 | 75 | 75 | 150 | 149 | | |

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1890 and 1891—continued.

"CHURCH OF IRELAND" TRAINING COLLEGE.

PAPERS.

| | First of First Class. | | | | | | Second Class. | | | | | | Third Class. | | | | | | Total. | | | | | |
|--|-----------------------|----|----|-------|----|----|---------------|----|----|-------|----|----|--------------|----|----|-------|----|----|--------|----|----|-------|----|----|
| | 1890. | | | 1891. | | | 1890. | | | 1891. | | | 1890. | | | 1891. | | | 1890. | | | 1891. | | |
| | M. | F. | P. | M. | F. | P. | M. | F. | P. | M. | F. | P. | M. | F. | P. | M. | F. | P. | M. | F. | P. | M. | F. | P. |
| Number of Students examined, | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| Answered 90 per cent. or over, | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| " between 80 and 90 per cent., | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| " " 70 " 80 " | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| " " 60 " 70 " | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| " " 50 " 60 " | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| " under 50 per cent., | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| Total, | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |

Appendix C.
Training
Colleges.

Appendix C

Training
Colleges.

(c) ANALYSIS of ANSWERING in EXTRA SUBJECTS.

QUEEN'S SCHOLARS in the undermentioned Training Colleges were Examined in the different Subjects as follows:—

| SUBJECT. | MARLBOROUGH STREET (Males and Females). No. of Queen's Scholars, Males = 48; Females = 116. | | | | ST. PATRICK'S (Males). No. of Queen's Scholars = 142. | | | | OUR LADY OF MERCY (Females). No. of Queen's Scholars = 146. | | | | CHURCH OF IRELAND (Males and Females). No. of Queen's Scholars, Males = 37; Females = 64. | | | |
|----------------------------|--|----|-------------|----|--|----|-------------|----|--|----|-------------|----|--|----|-------------|----|
| | No. ex- amined. | | No. Passed. | | No. ex- amined. | | No. Passed. | | No. ex- amined. | | No. Passed. | | No. ex- amined. | | No. Passed. | |
| | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. |
| Algebra. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Cookery. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Domestic Economy. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Drawing. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| French. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Geometry. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Handwriting. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Heat and Steam Engine. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hydrostatics. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hygiene. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Irish. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Kindergarten. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Latin. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Latin and French. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Magnetism and Electricity. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Mechanics. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Music { Singing (Hulsh). | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| { " (Toole Bod-Fo). | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| { Harmonium. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| { Organ. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| { Piano. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Physics (Elementary). | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Trigonometry. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

* Subject to further test as to practical knowledge.

GENERAL REPORTS on the STATE of the SCHOOLS, for the year 1891.

Appendix C.

Reports on
State of
Schools.

The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

Mr. W. O. B. NEWELL, A.M., Head Inspector.

Mr. Newell,
Head
Inspector,
Cork.

Rushbrooke, Co. Cork,

March 26th, 1892.

GENTLEMEN,—I beg to submit the following General Report for the consideration of the Commissioners of National Education.

The circuit, of which I am in charge, consisted, on 31st December, 1891 of the whole of the counties Cork and Kerry, nearly the whole of county Limerick, part of Waterford, and small tracts of Clare and Tipperary. It included twelve districts, namely:—

Circuit.

| No. | Centre. | Inspector in charge in 1891. | No. | Centre. | Inspector in Charge in 1891. |
|-----|-----------------|------------------------------|-----|----------------|------------------------------|
| 29 | Lisbowel, . . | H. Donovan, A.M. | 55 | Mallow, . . | J. Barrett, B.A. |
| 33 | Youghal, . . | W. Connelly, A.M. | 57 | Killarney, . . | J. F. Hogan. |
| 31 | Limerick, . . | J. G. Hynds, M.A. | 58 | Bantry, . . | H. M. Bently, LL.D. |
| 32 | Bathkeale, . . | J. Dickie, A.B. | 59 | Danmaway, . . | J. J. Ross, M.A. |
| 34 | Tralee, . . | J. Sleade, LL.D. | 60 | Cork, . . | E. Downing. |
| 35 | Millstreet, . . | E. S. Cronin, B.A. | 60a | Cork, . . | W. O'B. Newell, A.M. |

During the present year, the Limerick district has been transferred to one of the Dublin circuits.

Two Inspectors' assistants were engaged in the work of this circuit, Mr. O'Sullivan aiding in the group of districts nearest to Cork, and Mr. McGlade assisting in those most easily reached from Tralee.

The work of my own home district engrosses about six months of the year; the preparation of questions for the annual examination of teachers and monitors, and the subsequent supervision of those examinations, the marking of the exercises, and the final conference with the District Inspectors, occupies my time during nearly three months; leaving three months available for the inspection of schools in the out-districts. I could wish that more time were at my disposal for this latter purpose, as it often happens that a single district may have special cases which will take up over a month.

Occupation
of time.

I have been able to make from one to three check result examinations in each of these districts; on such occasions I have examined in all subjects, and the outcome of my marking and that of the District Inspector has been tabulated. It is with much pleasure that I can state that the agreement of my marks with those awarded by the District Inspector, and of which I had never seen one, was, as a rule, wonderfully close. In many instances the marks were identical. I think this is remarkable evidence as to the care with which the District Inspectors mark, and as to the uniform standard maintained. In such few cases as a serious discrepancy did happen to occur, I have conferred with the Inspector, and

Check
results
examina-
tions and
incidental
visits.

Appendix C
Reports on
State of
Schools.

Mr. Newell,
Head
Inspector.

Large
numbers in
the senior
classes.

Attendance
of pupils.

when written work was in question, we have both produced our papers. The schools selected for these checks were chosen at haphazard just as I had a week to spare for out-work. I also was able to pay a good many unexpected incidental visits to schools in each district—to as many as twenty in some. Hence, I may, I believe, safely conclude that I can form a fairly accurate idea of the general state of education in most of the districts of the circuit.

One eminently satisfactory feature about the schools in this circuit is the large proportion of the children enrolled in the senior classes. Probably in no districts in Ireland is the classification so high with, perhaps, the exception of Ennis, Tipperary, and Boyle. In the Cork, Millstreet, and Dumanway districts the proportion in the fifth and sixth standards is, I think, the highest. Of course there is a less pleasing side to this high classification, for, it is an evidence that employment is not plentiful, so that young people, who in Belfast, &c., would be earning fair wages, can be allowed to remain on at school.

Many of these young Munster lads and lasses are, however, destined to emigrate, and it is well that they should go abroad to countries where the standard of elementary education and general intelligence is high, fully equipped to take their part in the struggle of life with good hope of success.

I cannot speak of the regularity of the pupils' attendance as what it ought to be. In some schools it does amount to 80 per cent. of the number on the rolls, and this is good, considering how long the rules allow an absentee to remain on rolls (thirteen weeks), and how often teachers fail to remove names even after that long period has passed; but in many schools the proportion is not above fifty-five, which is deplorable.

I have not the least doubt that even a mild measure of compulsion would increase the average attendance in many schools from 20 to 25 per cent. In the towns absenteeism without reasonable excuse is also very prevalent. I must say that many of the clerical managers make praiseworthy efforts, both by offering rewards, and by paying domiciliary visits, to induce pupils to attend regularly. This is a matter of vital importance to some schools where assistants are employed, as owing to emigration the average has fallen, or threatens to fall, below the prescribed minimum to entitle them to salary. I could name quite a number of schools where over 105 or over 70 used easily to be kept up, but where the average has now fallen to 90 or 60, and the schools have lost, or will lose, an assistant, when those appointed under the rule as to average in force up to 1879 retire from the work. In such cases the same standard of proficiency cannot be maintained when the teaching power is reduced by half or one-third, and the attendance only by 10 or 20 per cent.

The epidemics of influenza which have passed over the land of late years have had an injurious effect on many schools, which has lasted for months. A slight impetus was given to the attendance during the present year by the food and clothing distributed from the Distress Fund. But the increased attendance, which was the result, was not in all cases a healthy factor towards progress; there were some schools where the teaching power was paralysed by the excessive influx of material, and where the rooms were overcrowded in consequence. On the other hand it must be admitted that many of the regular attendants might have dropped off, or fallen behind in that bodily physique so essential to mental receptivity, had there not been a timely distribution of food and raiment.

I believe that taking them as a body, the managers act as if they had the true interests of the schools at heart, and I am happy to think that the relations existing between them and the District Inspectors are usually of a most friendly nature. I have known very few cases indeed where a manager has treated a teacher harshly. The appointment of the third class local candidate over the heads of first class applicants, who may not be from the parish, is, however, a blot on management not infrequently to be regretted—and one which may keep a school in a state of more or less inefficiency for thirty or forty years.

I can again speak of the general good conduct of the National Teachers. As a whole the recruits may be regarded as satisfactory material, and much above the average of some years ago. I do not mean to say that teachers superior to all those of former years are now entering the service, but I would convey that much fewer young men and young women who are likely to prove inefficient instructors are getting in. No doubt teachers of really great natural powers were as numerous forty years ago as now. But taking my own experience of twenty years as an Inspector; how on the old entrance programme I was often obliged to pass candidates who did not know decimals, and how I once found it hard to reject a private of the Militia who would have been a trusty defender of his country, if he could have made as many "holes in an enemy's battle" as he did breaches of orthography and syntax, and who was as ignorant of his noun and of his verb as Jack Oude could have desired, I must feel thankful for the great advance that has taken place. After I had routed this son of Mars, the school fell into the hands of a painstaking young teacher, who finally succeeded in winning a Carlisle and Blake premium. The above was perhaps an extreme case, but still I can recall a number of instances in which very ignorant teachers had obtained a lodgment in the service.

The state of the market with respect to demand and supply, fully justifies those in search of a teacher now setting up a very high standard indeed—a much higher standard than many managers are disposed to adopt.

The number of teachers who seek admission to the Training Colleges from year to year is encouraging, and most of them derive undoubted benefit from their sojourn at these institutions. There is, however, one type of teacher which I would not wish to see trained, and that is one of the few who are helplessly inefficient. The trained state of these is worse than the untrained. For he comes back to his school full of pedagogic aphorisms, which he is not able to put into practice, and less disposed than ever to attend to the methods suggested by the District Inspector.

Most of the young teachers are anxious to improve their classification by attending the July examinations. The number of those successful in reaching the required percentages in 1890 and 1891 was creditable. There is one point, however, that teachers in search of promotion are a little too prone to lose sight of, and much disappointment is often caused by their overlooking it, I mean, that the District Inspectors are not allowed to send forward the names of candidates who have neglected their be-all-and-end-all as teachers, and have failed to raise their schools to a high point of proficiency and good discipline.

The introduction of English Literature as a subject in the curriculum for first class has proved so successful as a means of culture, and tends so powerfully to give a taste for a critical study of the standard works of the language, that I trust the Commissioners may soon see their way towards making the study of some English classic part of the programme for Second and Third class teachers. The preponderance which mathematics enjoy in the case of male teachers appears to me to be

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Examina-
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Appendix C. unduly great. I think the man who could teach his pupils some modern language, or cultivate their literary tastes, would do quite as much towards their advancement in life, as one who succeeded in strengthening their reasoning powers by putting them through a course of geometry and algebra.

Reports on State of Schools. The office of monitor is eagerly sought after by girls in this part of Ireland, and there is also no difficulty in obtaining male candidates.

Mr Newell, Head Inspector. Failures either at school examinations or at those of the 3rd and 5th year, which monitors attend with teachers, were comparatively few, and the percentages made in the districts of this circuit were generally high. Though 50 per cent. may pass a monitor, I do not consider any percentage under 60 indicative that a boy or girl possess sufficient knowledge to develop into a useful teacher. A really promising monitor ought to score from 70 to 80 per cent.

School accounts. Though the circumstances on which a considerable part of the teachers' income depends subject them to no inconsiderable temptation to tamper with the school accounts, and though the salary of a wife, sister, or child may depend on the average attendance, I am happy to say I have found few cases of fraud. Many of my visits to schools could not have been anticipated, and I think if there were any widespread falsification, it must very frequently have come under my notice, and under the notice of the District Inspector.

Model schools. There are three Model Schools in the Districts mentioned at the beginning of this Report.

The Cork Model School is attended by between five and six hundred pupils of various religious denominations.

The attendance at the Dunmanway Model school has fallen to a very low point, owing to the opening of a Monastery and Convent school in the town. It is now mainly supported by Irish Church children, many of whom used to attend a school under the management of the rector, which has since been purposely closed. The attendance is only sufficient to maintain two departments. The decadence of this Model School is much to be deplored. For the thirty years or so during which it flourished, it turned out from amongst its pupil teachers, monitors, and pupils, a remarkably large number of able National teachers, and it had thus immense influence for good on education in the schools within a circle of many miles. I doubt if the record of any one school in Ireland equals that of the Dunmanway Model in this respect.

General state of elementary education in the Circuit. The attendance in the Limerick Model Schools justifies the maintenance of three small departments. The teaching in all these Model Schools may be regarded as of an efficient character; the children reach their classes at an early age, and the extent of instruction is satisfactory, though not excessive in point of the number of extra branches taken up. Fifty per cent. of the children examined in 1891, in the Cork Model Schools, had reached the senior classes. Seven male and one female pupil teachers are at present being trained in Cork. Three males in Dunmanway; whilst in Limerick Model School there are four male and two female pupil teachers. The males board with the head master, the females are non-resident. Twelve of these seventeen young persons are Roman Catholics. Those whose examination was due in 1891, answered creditably on the papers for Third Class teachers. I have reason to hope that all will ultimately obtain appointment as teachers, and will prove successful as such.

Taking elementary education in this circuit as a whole, there can be little doubt that there is much general improvement in all directions. Still the state of things is not to be regarded as having reached that standard which might fairly be expected without setting up any unreasonably high test. In most of the twelve districts of the circuit, I

should say that from 15 to 20 per cent. of the National schools, from one cause or another, fall short in efficiency of even this moderate standard, and must be regarded as failing to a greater or lesser extent to afford the average quality of elementary instruction, which all parents have nowadays a right to expect for their children. The causes of this are many, but the most usual one is some want of power or attention on the part of the teaching staff. This shows the paramount importance of appointing the best teacher obtainable, when a vacancy occurs, and the great responsibility which the selection of a teacher imposes on the manager.

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 responsibility which
 rests with
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Reading.

I cannot say that I notice much advance in *Reading* as regards expression or accent. In this point I believe the English elementary schools are far ahead of those of Ireland.

Power of explanation and accurate knowledge of the meanings is not general either. Too rapid recitation of *Poetry* is also a prevailing fault. In a large number of schools it is merely of educational value so far as it has served to train the memory. I must now be understood to speak of reading, explanation, and recitation in the majority of schools, and not as finding fault with all; for I have sometimes come across schools where these branches left a most pleasing impression.

On the whole, I consider the *Penmanship* and written exercises of the schools to be of a very fair character. Good writing can be secured by any teacher who adopts a suitable set of copybooks, and takes pains to see these headlines imitated.

Writing.

This taking of pains about a merely mechanical subject is by no means an unimportant matter as it may produce careful habits all through the school-work, and everyone will admit how much good penmanship is likely to be an advantage in every rank of life. The introduction of letter-writing from Fifth class upwards must prove of great advantage to the pupils in after life. As far as the form goes, I generally find the letter fairly done.

Power of composition is not often apparent, indeed I should hesitate to say that this was a strong point with the majority of teachers themselves.

In *Arithmetic* I believe accurate teaching is to be found. At one time I was inclined to fear that the good marks obtained were due to cramming on test cards somewhat on the lines of those issued by the Commissioners. But I now conclude that this apprehension was not well founded, and that arithmetic is a strong subject in the National schools. At several incidental visits I have called classes up and given them a few sums selected at random from various arithmetics, and the result has been most frequently to receive correct solutions.

Arithmetic.

In oral *Spelling*, dictation, and transcription, I consider that the average character of the teaching is fair.

Spelling.

Grammar is a subject taught with very moderate success, and the methods used are not as a rule intellectual.

Grammar.

A fault which I find many teachers falling into when teaching geography is that of confining their instruction to mere map pointing on lettered maps. If the maps used were blank, the exercise would be of more value. I fear some Inspectors have also fallen into the mistake of confining the greater part of their examination of some of the classes to mere map pointing. This was a thing which I believe the Commissioners never intended, when they directed that maps should be unrolled before the classes under examination. I brought the matter under the notice of the Inspectors of this circuit at our last annual conference. The child under examination should be placed where he could not read the names, and should be tested somewhat as follows:—

Geography.

Appendix C. "You see that big yellow continent?"—"Yea." "What is it?"—"Africa."
Reports on "Name the sea to the north of it." "What ocean is to the west of it?"
State of "Name that chain of mountains in the north-west." "Between what
Schools. two seas is the Isthmus of Suez?" "Name the rivers down the west
Mr Newell, coast in order." "Now, take the pointer and point to these rivers."
Head "Give me the pointer and stand at a distance." "What islands are
Inspector. these?"—"Canary." "And these?"—"Cape Verde." "What is that red
Agriculture. country through which the Nile flows?" &c., &c.

In agriculture, answering on the parts of the text book relating to cattle and dairy work is generally fair. These subjects are more akin to the employment of the bulk of the rural population in this part of Ireland than tillage, and are more easily remembered also than rotations. A knowledge of dairy work is certainly of the utmost importance both to boys and girls in the south. Creameries have been established to a large extent in North Cork and in Limerick. The farmers send their milk to them daily, and are paid so much a gallon according to the time of the year, getting back the separated milk afterwards which serves for feeding young pigs and calves.

Many of these factories are worked from funds subscribed by the local farmers and cottiers. A good deal of butter-making also takes place in the farmhouses themselves, and there is a great demand for dairymaids. A girl who is well acquainted with the management of milk, &c., will earn £20 a year in an ordinary Limerick farmhouse. I understand that a large percentage of these milkmaids comes from Kerry.

The portion of the text book relating to cottage gardening is almost invariably badly known, and I must say that I am not altogether surprised at this, for, the chapter, which treats of it, is indifferently put together. It is a subject with which I have some practical acquaintance and I must say that no one would be likely to start a successful cottage garden from the instructions in the text book alone.

The absence of a taste for gardening is a characteristic of a very large portion of the inhabitants of this circuit, a thing which is much to be regretted. Fresh vegetables would be a wholesome addition to the daily ration, and any surplus raised would find a ready sale in the country towns where the supply is sadly deficient. A few neat vegetable and flower gardens are to be found in Limerick, and along the valley of the Blackwater, and some of the half acres attached to the labourers' cottages built by the unions are fairly tilled, though the majority yield one crop of potatoes or cabbage, and then lie idle for the rest of the year. The apple orchards are fast dying out, indeed one cannot wonder at this, as we can never hope to rival the fruit which comes from the United States and Tasmania.

However, hush fruit, such as raspberries, gooseberries, and currants, would probably thrive in our climate, and prove a profitable crop if utilized for jam, and, in some sunny sheltered spots, the strawberry might also succeed. I have no doubt that crops of early potatoes might be raised along the south coast, and sent to the English market in time to compete with those from the Channel Islands. Of course these could scarcely be grown to pay, unless the cottiers were to co-operate and share the expense of the different kinds of ploughs, &c., needed, and also grow them in sufficient quantities to maintain a trade. The steamers of the Clyde Shipping Company, which call at so many small ports, would afford a ready means of conveyance.

I trust the Commissioners may see their way towards directing the portion of the text book for Fifth class, first stage, to be re-written and enlarged, and in some few places curtailed. For instance it seems scarcely necessary to trouble children with all the minute directions

given for training fruit trees, as *espaliers* or as *dwarf pyramids*. I attach great importance to the text book on cottage gardening, being thoroughly practical and minute. I have known many instances of amateurs, wholly without previous experience, who by strict attention to the details recommended in text books, became most successful gardeners.

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Drawing.

Drawing is fairly taught in a number of the schools in the city and vicinity of Cork, but is not much taken up in the out districts of the circuit, except in a few convent schools. I recommend that little beyond simple outline be attempted, and that an effort be made to get this free, and as little dependent on the use of india-rubber as possible. The Very Rev. Dr. Sheehan, now Bishop of Waterford, when recently a manager of schools in Cork, spoke to me about the intention of the Committee of the Cork School of Art to encourage drawing in the elementary schools of the city, by granting scholarships, giving the right to free instruction to the most promising pupils. No doubt such a step would give the subject an impetus, and draw out any incipient talent. I am by no means an advocate of too early attempts at shading and colouring, and of the framing of crude abominations for the decoration of the school-room, which some teachers go in for, nor do I recommend the general use of drawing copies which have the object to be imitated on the same, or on the next page. To draw from examples on the blackboard or from charts like those published by Bacon, 127, Strand, London, placed at some distance in front of the class, is, I think, the best way to prevent measuring, and to train the eye.

The amount of myopia, and the number of children who wear glasses in the city of Cork is remarkable, and must be against the successful use of the pencil.

A good start in the Tonic Sol-fa system has been made in and round the city of Cork. The successful introduction of this system, which seems to be that most suitable for school purposes, is due to the efforts of a young Roman Catholic clergyman who has been so good as to go round many of the large schools during the past year, organizing singing classes, and helping the conductors over their initial difficulties. One objection, which possibly may soon be overcome, to the Tonic Sol-fa system in schools, is the comparative scarcity of really suitable songs in that notation. Many of the songs appear to me to be of what I may be excused for calling a namby-pamby character, as far as words go. Songs are certainly more easily acquired from the Tonic Sol-fa system by children than from that of Hullah. But whether it will train many more to read music with useful facility, seems to be still problematical. The revised programmes in both systems certainly go in this direction, and have been well designed. Yet there is some danger of the specified sheets being got off by heart, or of the bulk of a class waiting to sing after some leader. I consider the singing in the schools in and around the city of Cork above the average.

Vocal
Music.

Kindergarten occupation and games have been introduced with more or less success into nearly all large infants' schools. When the teacher is inventive and thoughtful the subject forms a delightful variation of the ordinary school routine, and tends to make the children bright in intellect, and skilful with their hands, and able to differentiate form and colour with their eyes.

The
Kinder-
garten.

When there are a number of young children on the rolls of any class of school, I make it a rule to suggest the purchase of some Kindergarten requisites, such as drawing slates, building bricks, mosaic slabs, paper folding and weaving materials, &c. The distribution of these for one or two half hours a day is looked forward to as a treat, and serves to

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branches.

break the monotony of the day, and to keep the attention of the children alive. One defect in some of the Kindergarten gifts and requisites supplied to schools is, I consider, the violence of the colouring. I am inclined to think that the Germans, who manufacture these, are not as advanced as we have become within the last twenty years with regard to delicacy of tone of colour.

Geometry and mensuration, algebra, physical geography, and book-keeping, and domestic economy are taken up in a good many schools, and the instruction imparted is on the whole of a useful character.

French, Latin, and trigonometry are also occasionally to be encountered.

Discipline.

Discipline in an elementary school must be regarded as hardly secondary in importance to good proficiency. In this matter I think progress is to be noted. It is a most useful training for children to be taught to take their places through a school day without noise or bustle, and to observe the self restraint and consideration for the general interest which good discipline entails. Next to discipline in importance comes neatness and order. The morning inspection necessitates attention to personal cleanliness and tidiness of dress, and sitting for so many hours in a clean and well ordered schoolroom, day after day, a room which has been put into order by aid of the pupils themselves, produces habits which ought to last through life, and tend to give a love for order, cleanliness, and comfort at home.

It has been my good fortune to come across many schools which are models of neatness, but, on the other hand, I have visited not a few, and many of these in charge of skilful instructors, where sluttishness prevails, I may say to an extent which seems to imply either a contempt for these matters, or a lamentable ignorance of their paramount utility in school life.

I have noticed with regret that a good many female teachers appear to think it no concern of theirs to look after the tidiness and cleanliness of the hair of the children attending their schools, and I often observe very great necessity for attention to this matter.

In a few schools the girls can go through a useful and pretty looking set of exercises, with poles or dumb-bells to the accompaniment of singing and a musical instrument, but these exercises are not spreading. The fact is, the teachers grudge the time for them, as there is no payment attached, and the Inspectors are so pressed, that they also can seldom spare the half hour or so, necessary for viewing a performance.

Of course, in the case of infant schools, musical drill and games are generally learnt. In my own home district the drill is well done in the Cork Model School (Infants'), and the Kindergarten games are admirably carried out by the Sisters of Mercy in St. Joseph's Convent National School.

The play-
ground.

It is to be wished that both male and female teachers should regard the supervision of the play-ground, and the direction of their pupils' recreation and games, as a more important part of their duty than is generally the case. It has often struck me that the games of Irish boys are lacking in system, and are rarely governed by a community of object. Our athletes hold the record in many events for individual activity, but we can rarely beat a good English team at cricket or foot ball—games in which individual skill are all combined with perfect discipline and unquestioning obedience to the slightest hint of the captain. Our most national game of hurley or caman, though a splendid exercise, and capable of being systematized, is, as generally

played, in practice a series of wild swipes. When taking a passing glance at local athletic games, it has often struck me that the youths engaged were too prone to dispute the decision of the umpire, instead of accepting it without cavil, and starting off again to strive for better fortune.

There is a good deal of progress to be observed in respect to school buildings. But all the twelve school districts under my supervision yet contain a number of very middling structures, and some wholly unsuitable ones. I am under the impression that the Killarney, Tralee, Dunmanway, and Cork districts contain fewest indifferent school-houses, but that a considerable number are to be found in those of Bantry, Mallow, and Limerick. However, comparing the school-houses in the worst of these districts with those I used to see in Roscommon and parts of Mayo, Sligo and Leitrim, things do not look so bad in the south.

Most of the newly-built schoolhouses are vested in trustees. I should prefer to see them vested in the Commissioners. Some are already beginning to show signs of weather-wear, whereas the V. C. Schools receive that annual periodic painting and pointing up which is so essential to the preservation of buildings in this squally and humid climate. It is my experience that trustees rarely spend a sixpence on the repair of schoolhouses, and that the repairs, the execution of which invariably falls on the manager, are often carried out irregularly, and too late, whereas a stitch in time might have saved the greater part of the ultimate outlay.

In my home district two neat new schoolhouses, vested in trustees, one for boys and one for girls, to replace a mixed one, have been opened at Shanbally, by Canon M'Namara, P.P., and a similar reform has been effected at Tocher by the Rev. James Fleming, P.P. An excellent vested schoolhouse designed with taste and of sound workmanship, containing two departments, has also been erected by Canon Hegarty, P.P., at Rивerrtown. Whilst in the city of Cork a very large vested Convent schoolhouse, which will accommodate about 200 boys and 600 girls, is being built by the Sisters of Mercy of St. Mary's of the Isles. A large vested schoolhouse for boys is also in course of erection on Eason's Hill.

I expect that, in the course of a year or so, six or eight other vested schoolhouses are also likely to be begun in my own district, which will then be well provided with school accommodation.

Most useful cookery classes are at work in St. Vincent's, St. Joseph's, the North Presentation, the Blackrock Convent Schools, and in the Model School, Cork. The rooms set apart for the purpose are well equipped with all the requisites and appliances to be desired in a homely kitchen. I examined the pupils of three of these classes very carefully. My mode of proceeding was to get a list on the day before from the teachers, of the dishes which the pupils had practised on, and to select twenty or thirty of these in order that the materials could be purchased. Next day each child was given, quite at hap-hazard, her own dish to prepare. As each was cooked, I examined it, and questioned the cook as to ingredients, &c. This part of the examination over, I took up note-books containing receipts, and questioned each girl on some one or two.

In order that more lasting results might be secured I could wish that payment were made for two examinations in cookery instead of for only one, as is now the case. In all these one stage subjects the tendency is to bring the child up for examination in Fifth Class, 1st stage, so as to obtain the golden egg as soon as possible.

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Industrial
teaching for
girls.

The alternative Industrial scheme for Sixth class which was issued in 1889, has been adopted by a large number of girls' schools in the Youghal District, but by a smaller proportion in the other districts.

It is carried out with much success in many of the Convent schools, and in some of the ordinary rural schools. The chief difficulties to be overcome before its more general adoption, are that of obtaining a constant supply of material for the girls to work upon, and the fact that many female teachers do not possess enough knowledge of cutting-out, &c., to give instruction in a manner necessary for success.

This latter impediment may disappear as teachers are trained and acquire increased industrial knowledge at the Normal Colleges. Some teachers also seem to be frightened at the absence of mention of arithmetic from the literary programme, not perceiving that that programme was drawn up with sufficient elasticity to allow of arithmetic, as well as grammar and geography, being introduced amongst the written work. Several teachers with whose schools I am acquainted also give a special half hour before or after school-hours to arithmetic. Another false impression which prevails, is, that at least three hours must be given to industrial work. Now, I believe, two hours will be accepted by the Commissioners. Ladies, who do a good deal of needlework, have informed me that they really cannot make any progress in their work worth speaking of, at a shorter sitting than two hours. Besides, the two hours need not be altogether confined to needlework, for, they could be profitably enlivened by listening to the teacher or a companion reading some instructive book or by recitation of poetry, or by some analogous exercise.

Weaving of linen is taken up in the Skibbereen and Queenstown Convent Schools, where several looms, &c., are at work. Instruction is afforded by skilled operatives from the North of Ireland. I have myself used some of the towels made in the latter school, which are of honest material and woven carefully.

Lace-making is also carried out in some large schools. I must confess that even though some of the productions are as delicate as the work of frost, still it is an employment of which I am not altogether enamoured; the earnings of the most skilful girls are comparatively trifling, not much in excess of what they could gain at knitting and crochet, whilst their eyes usually give way under the strain at an early age.

The hour, instead of the former almost universal half-hour, which must now be given to needlework daily, in all girls' or mixed schools where there is a female teacher, together with the programme of 1891, which specifies that certain articles of dress are to be made and knitted by each girl in Fourth class and upwards, are causing a most marked improvement in the quality of the work, and have given it a useful direction. All inspectors are unanimous in speaking well of these new departures.

As I am much interested in the success of the Industrial scheme I asked several of the Inspectors in my circuit to be so good as to send me, if they had leisure, a short memorandum on the subject of its working, embodying any suggestions which they might deem of importance. Five or six have been kind enough to do so. Some of their remarks and suggestions seem to merit much consideration, and I beg to submit them for the information of the Commissioners.

Mr.
Connelly,
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Mr. Connelly, of Youghal, says:—"I propose to refer to the way in which this scheme is carried out in the Convent and ordinary schools of the district, and to note the objections sometimes urged to its adoption.

Queenstown Convent.—In this school the Industrial branch may be regarded as a prominent feature. At the last inspection a large quantity of dresses and articles of wearing apparel were made by the various classes according to their programme. They cut-out and work well with their needle, and the Sixth class show a mastery of their work. A weaving school—a special enterprise—which was recently erected at a cost of £250, now contains thirteen hand-loom for the manufacture of handkerchiefs, towelling, and linen. Some of the First class are taught the use of the needle, and a commendable plan prevails of putting into the hands of even the youngest articles of one sort or another to be sewn, instead of the common practising pieces, which encourage careless work, and are thrown away when done.

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Rushbrooke Convent.—A similar state of thoroughness exists as regards the ordinary needlework, and the Industrial Sixth class, in the neighbouring Convent of Rushbrooke, a branch house of the Queenstown Convent of Mercy.

"In these two schools the staple industries are dressmaking, underclothing, and the knitting and crotcheting of petticoats and other articles.

"In the *Youghal Convent* some sixty or seventy workers make the well-known point lace—the greater number, adults, recruited by learners in different stages of a course of probation. These workers give their whole time to lacemaking; but side by side for a portion of the day are the ordinary Sixth class, engaged in other industrial work, *e.g.*, dressmaking, fancy, or ecclesiastical embroidery.

"In the *Lismore Convent*, proficiency is also shown in dressmaking and the usual articles of clothing, but the speciality seems to be Mountmellick embroidery, which is creditably executed.

"In the Convents at *Cappoquin, Tallow, and Carrigrohilly*, similar occupations are to be found, though not so extensively in the last two named.

"Only one Convent of the eight attached to the district has asked for exemption from the scheme.

"It is to be borne in mind that these industries are carried out under favourable conditions. There are in the majority of the schools separate rooms, the classes are large, one or more Sisters can devote special attention, and there is not a lack of funds for the purchase of materials.

"But to show what can be achieved in the ordinary schools; in a small school of over forty girls recently inspected, in no way specially circumstanced, the Sixth class of seven pupils had during the year made seven dresses, two underskirts, eight shirts (one flannel), and six other articles of attire; they had crotcheted six jackets, petticoats, or wraps, and knitted ten pairs of socks, and a pair of gloves. Nineteen girls in the Third, Fourth, and Fifth classes had made fifty-eight garments of every description—underclothing, jackets, stockings, dresses, pinafores, and for the most part had darned and patched their own clothes. Much interest is taken by the clergy, who give orders, and by the people of the parish.

"In the other ordinary schools, where the industrial programme is in force, the work is performed as a rule satisfactorily.

"There are seventy-three schools, exclusive of the Convents, open to girls where there is a mistress or a workmistress. Ten of these have no Sixth class. Of the remaining sixty-three the industrial programme is in operation in twenty-nine. Yet in the remainder, as regards the ordinary needlework requirements for all classes, from which there is no exemption, the proficiency with the needle and the execution of the

Appendix C. various garments, pinafores, overalls, shirts, and underclothing, the style and amount is always satisfactory.

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"The objections to the scheme, where entertained, are those of the mistress, not of the manager, almost, I fancy without exception. These are, I believe, principally that it is difficult to prevail on the pupils to buy material, and that the parents say they can teach sewing at home, and desire them to learn other subjects at school. I am disposed to think the dissatisfaction is really on the part of the mistress, who is opposed to a change which alters the course of the school day, and, especially at the outset, may entail some trouble. No doubt to superintend and thoroughly direct and watch the efforts of girls in these industrial subjects, needs some care and attention; but the girls are pupils of the Sixth class, who are already proficient in plain sewing, and where the aid of an assistant teacher is available, there should be no insurmountable difficulty. Certainly, the last one or two years of a girls' school-time are thus rendered much less irksome, or rather more agreeable to the pupils themselves.

"Of the study of domestic economy as part of this scheme, I have made no mention; but if the school is intended to train girls to have comfortable homes, to understand cooking and the treatment of food, the care of a house, its warmth and ventilation, thrift and saving, the art of always doing more than making two ends meet, of spending wisely, of knowing how to act in cases of sickness, and of being well and comfortably clad—in a word, if the school is intended to teach girls to become good daughters and wives, it is needless to dwell on the utility in after years of this industrial scheme, and any objections which may be raised are not often made, I think, in the interest of the girls for whom the school is designed."

Mr. Hynes, D. 51. Mr. Hynes, of Limerick, states:—

"The new industrial programme has not yet been extensively adopted in this district. It has been introduced up to the present in eleven schools only. The results in most of these cases are gratifying, and the teachers seem pleased with the experiment. At first difficulty was found in procuring sufficient work, and in keeping up a supply of materials, but, as usual, 'where there's a will there's a way.' The children are now being gradually trained to bring work of their own for execution in school, and thus, to a great extent, the teachers are relieved from the expense of providing materials. Most of the work, so far, is intended for the use of the pupils or their relations, or for the teacher's own family. Very little is disposed of by sale. One reason of this, of course, is that the finish or excellence which shop goods require has not yet been attained. In the large Convent schools, where the scheme can be carried on to the greatest advantage, the work turned out finds a ready market. A very large amount of work of most superior finish (including fine underclothing, baby clothes, knitted jerseys, socks, &c.), is produced at the Mount St. Vincent Convent school. There is a steady demand for it. Indeed there is a difficulty at times in having the orders, so extensive are they, executed with the requisite promptitude.

"At the results inspection of the Sexton street Convent School, creditable specimens of hangings and furniture embroidery were exhibited, most of which, I was glad to learn, would serve to beautify the houses of the pupils.

"I also saw ornamental boxes (for toilet-tables, &c.), and other decorations, all the work of the children, in which considerable taste and ingenuity were displayed.

"The materials were inexpensive, consisting chiefly of remnants obtained gratis, but the finished articles looked really pretty owing to the skilfulness of design and the tasteful harmonizing of colours. Some of the girls set off their work to advantage by the judicious use of water colours. I was surprised to find how proficient several of them were at painting, and learned that they can earn quite a respectable amount of pocket money, by painting Christmas cards. The introduction into the houses of the poor of such articles of taste as I have described, cannot fail to have a refining influence. Not less important is it for the girls to have this source of employment opened up for them, which will wean them from habits of idleness, and train them to be neat and industrious.

"Lace-making has also been introduced in the Sexton-street school, but it has been only recently commenced. The specimens submitted to me, however, though rather crude, were not devoid of merit.

"In conclusion I have to say that I anticipate that the industrial programme will be productive of great and growing benefit."

Dr. Steede, of Tralee, remarks:—

"The alternative scheme has not been favourably entertained in this district. Of the six Convent schools two adopted it, but one of these has obtained exemption from it for the next year. The Presentation Convent, Tralee, is the only Convent school that will carry it out next year. The work comprises lace-work, crocheting of various articles of children's and women's clothing, and shirt-making.

"I am unable to judge of the character of the lace-work; the articles crocheted are very useful, but the demand for them is very limited. They are sold to the people of the town and neighbourhood, the pupils get nothing of the proceeds. Shirt-making and plain needlework are taught with fair success.

"The alternative scheme is worked in four other schools (ordinary), but the work is not above or beyond what could be done in the hour by the same teachers, if a *small additional fee* were given.

"The revised programme in the ordinary needlework course is working well. From my experience of its working since March last, I should recommend that a special Time Table for needlework be drawn up by the teachers for every school.

"It might be as follows:—

| | | |
|--------------------------------|-------|--|
| Second and Third Classes, | . . . | Two days knitting. |
| " " " | . . . | Three days sewing. |
| Fourth Class, | . . . | One day knitting. |
| " " " | . . . | One day for making some article, <i>e.g.</i> pinafore, &c. |
| " " " | . . . | Three days sewing. |
| Fifth Class, First and Second, | . . . | One day knitting and darning. |
| " " " | . . . | One day cutting out. |
| " " " | . . . | One day making an article of dress. |
| " " " | . . . | Two days sewing. |
| Sixth Class, | . . . | One day cutting-out a man's shirt on paper. |
| " " " | . . . | One day making short. |
| " " " | . . . | Three days practising sewing of various kinds. |

"If a small fee were paid for crocheting boys', girls', women's, and men's worsted articles, and quilts, one or two of those days could be given to it.

"The V¹ class should be taught to cut out, say, a chemise of half the full size by the help of an inch tape, and knowing how many inches to give to the several dimensions.

"The V² class in the same way should be taught to cut out a boy's shirt, knowing the exact dimensions of its several parts.

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Mr. Hynea,
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Dr. Steede,
D. 54.

Appendix C. "The Sixth class to cut out a man's shirt, also by means of a tape measure. All the articles cut out should be sewn together.
Reports on "For cutting out purposes suitable furniture is required. I have
State of suggested to the Presentation Convent here to provide boards three
Schools. feet wide, to have these boards hinged round the walls, with hinged
 legs. These boards, when not in use for cutting out, could lie against the
 walls, with the legs inside the boards, next the wall. When required
 for cutting out, the boards are lifted up, the legs hinged to the edge
 support them on the outside, and the walls to which the other side is
 hinged support them inside. Such an arrangement might be carried
 out at little cost in most of the ordinary schools.

Mr Newell,
Head
Inspector.

"At present in very many schools the girls have to cut out kneeling on the floor."

Dr. Beatty,
D. 56.

Dr. Beatty, of Bantry, sends me the following:—"The industrial scheme has been accepted in only eight schools in this district, seven of which are purely girls' schools, and one mixed. These schools are generally large, having an attendance of from one to three hundred children. The ordinary country school has as a rule sought exemption.

"The branches taken up are:—Class A.—(1) dressmaking, &c.; (3) knitting and crocheting. Class B.—(2) Mountmellick work; (3) art needlework.

"These have been worked with fair success, and are likely to be practically useful to the girls in after-life; particularly, I think, knitting and crotchet.

"For an able teacher the work of teaching is apparently lightened by the change; but so far as this district is concerned the scheme has been adopted by the very best and most active of the female teachers.

"The programme is popular with the children; some of the more comfortably circumstanced parents, I hear, object, but this difficulty might be met by allowing, in a few large schools, for special reasons, the simultaneous teaching of the new and the old programme according to the choice of the parents.

"The only point likely to offer serious difficulty is in reference to the instruction of monitresses. In schools where the new scheme is adopted it will be difficult for these girls to carry on industrial work, while devoting sufficient attention to the ordinary subjects to enable them to pass their third and fifth years' collective examinations. Under these circumstances, it is probable that it will be found necessary to instruct monitresses in the old programme; and I would be in favour of making this compulsory.

"As to the ordinary needlework, the standard set by the revised programme has been fairly met. In a few cases, through inadvertence, insufficient time was devoted to the subject. Where the subject is unsatisfactory, I have strongly advised the use of coloured thread."

Mr. Ross,
D. 56.

Mr. Ross, of Dunmanway, has sent me the following:—

"The alternative scheme has been pretty extensively adopted in this district. Though, on its proposed introduction, it was regarded with considerable misgiving by both managers and teachers, as likely to have an injurious effect on the attendance, experience has not borne out the foreboding, in several schools, indeed, it has had quite an opposite tendency, many of the more grown girls remaining at school in order to avail of the advantages offered by the scheme.

"The industrial branches most commonly taken up in addition to plain needlework, are Class A (1) dressmaking and underskirt-making; Class A (3) knitting of various articles.

"Class A (2)—Fine under-clothing and baby clothes have been

attempted in a few instances. In knitting the proficiency generally exhibited is good; the pupils giving evidence of having had plenty of practice. In dressmaking the skill displayed though often creditable is not so uniformly good; not many of the teachers are capable dress-makers, and it is hardly in keeping with experience that the average skill of the class should exceed that of the teacher.

"Where the teacher is competent and painstaking, the girls, however, evince the deepest interest in the branch. Though not many of these young people may take up dress-making as a means of livelihood, it is beyond question that the skill acquired in the schools is making them useful members of the home circle, and fitting many for well paid positions in domestic service, where good skill in needlework is an indispensable qualification. Practically nothing has yet been done in this district in working these branches as commercial industries.

"One of the objections raised to the scheme is the difficulty of providing material; the teachers fear that on them would fall all the loss of such material. In all but the poorest localities this objection has little weight, most of the pupils providing their own material.

"My attention has been drawn to one real difficulty in connection with the scheme, viz., that using such readers as Nelson or Collins's Domestic Economy, is likely to interfere with the fluency of the reading. This has to some extent been met by taking up the Sixth Book as a reader, along with the text book on Domestic Economy. With reference to the subject of reading under the scheme it appears to me that in country schools where agriculture is not taught to the girls, a very suitable industrial reading book would be, say, management of live stock, dairy work, pig and poultry keeping, as treated in Practical Farming, and other approved text books.

"It might also be desirable that one or two good geographical readers should be adopted in the schools, these, while interesting the pupils and rousing their intelligence, would supply them with ideas to be reproduced in their composition exercises. I find that only a very few children have derived permanently useful knowledge from the parsing and grammar of previous classes, few can intelligently point out, for instance, in a letter to a companion where the mistake lies in such phrases as 'I goes,' 'he have,' &c."

Mr. Downing, of Cork, writes:—"The girls' schools of this district, together with the mixed schools in which there is a female assistant or workmistress, number sixty-seven.

"Of these forty-seven have been officially exempted from the adoption of the Industrial Programme.

"At least in five other cases the old programme is retained without permission.

"In two only of the six Convent schools has the Industrial Programme been adopted, namely, Clarence-street and Kinsale.

"The Kinsale Convent is the only school from which sale is made of work, and the workers paid accordingly.

"In all other cases the work is either for the teacher or for the pupils themselves. From the Knocknamana Female, in which much good work, in proportion to the small attendance, was executed, part of the work was sent as presents to friends of the pupils in America.

"The reasons assigned for the non-adoption of the Industrial Scheme are:—

"First—That the senior pupils, or a larger proportion of them, would leave, as the parents wish for them a literary, not an industrial education.

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"Second—The impossibility of providing materials and a market.

"But the real reason in almost every case is the incompetency of the teacher. Whenever the teacher is skilful enough to be secure of success in the industrial instruction the new scheme has been adopted. I do not include in this statement the Convent schools. In these large schools, in which many respectable children attend in the Sixth class, it was a matter of serious consideration. There was real danger in these of losing a considerable number of pupils, and the reorganizing of a very large class; the providing of a large quantity of material, and the difficulty of securing a market had all to be weighed.

"There is no doubt that much misconception with regard to the Industrial programme prevailed, and I have not quite disposed of it yet.

"Another serious difficulty is the want of a suitable *Reading Book*.

"The kinds of work so far attempted are :—

"A. 1. Dressmaking and undershirts.

"A. 3. Fine underclothing and baby clothes.

"A. 2. Knitting and crocheting of jerseys, &c.

"B. 1. Lace.

"B. 2. Mountmellick work.

"B. 3. Art needlework.

"Under the name of art needlework, the work consisted merely of crewel work of rather indifferent merit. I was greatly in doubt about passing it; and when recently in Dublin, called on Miss Prendergast to consult her specially on the point, but was not fortunate enough to find her at home.

"The Kinsale Convent is supplied with great part of the material required by a Belfast firm, for which most of their work is done to order.

"There is a drawing class in connection with South Kensington, and the girls invent original designs for their needlework.

"At the Ballsbridge Exhibition last year they obtained seven prizes. But I should observe that there is a special industrial class; and that the girls who really do the work of value, and who design, have already passed VI², and are really industrial pupils, not now receiving literary instruction, but devoting themselves during the entire day, from 9.30 a.m. to 6 p.m., to work."

The account from the Youghal District is encouraging, and all the Inspectors appear to be impressed with the potentiality for good of the industrial scheme for the Sixth class girls. Want of skill on the part of the teachers to carry it out successfully appears to be the one serious obstacle. I am convinced that the difficulties regarding the supply of material would disappear in most localities, were the teacher competent and willing. The Inspectors, from whom I have quoted, also seem to think that exemption was perhaps hitherto too liberally granted. This is very possibly the case, and I would suggest that in future all cases, where exemption is sought, should be referred to the District Inspector, for his opinion before final action is decided upon.

I have the honour to remain, gentlemen,

Your obedient servant,

W. O'B. NEWELL, Head Inspector.

To The Secretaries,
Office of National Education, Dublin.

Appendix C.

Reports on
State of
Schools.Mr.
Connellan,
Head
Inspector,
Londonderry.

Mr. CONNELLAN, Head Inspector.

19th April, 1892.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners the following general report on the state of education in the group of districts of which Londonderry is the centre, and of which I have had supervision since May, 1889.

Besides the limited district (2A) of which I have had especial charge, there are ten districts in my circuit, of which the following towns are the respective centres:—Londonderry, Letterkenny, Coleraine, Donegal, Strahane, Magherafelt, Enniskillen, Omagh, Dungannon, Ballinamore (Co. Leitrim). This list of centres shows the extent of the circuit.

This part of Ireland was almost quite new to me when I was appointed to it. I had known Letterkenny district over twenty years ago, but since that time my work had been in the south, west, and centre of the country.

I came to Londonderry expecting to meet with schools superior to those in poorer parts of Ireland, but I have been greatly disappointed. In the wealthiest part of the circuit—the county Londonderry itself—there are schools as bad as any I had met elsewhere, while there are very few remarkable for any degree of excellence.

The schoolhouses are generally good, but in very few instances do the school premises indicate any superior taste or culture. The houses built by the London Companies are substantial, and have generally comfortable residences for teachers attached to them. I fear the school endowments by these companies will be lost to the teachers on the estates that have been or will be sold to the tenantry. There are still too many unsuitable schoolrooms, especially in Donegal and Leitrim.

Extensive as the circuit is, the old school law “as is the schoolmaster so is the school,” prevails throughout it. It is an old law, but ever new. Improved systems of education, books on method, sound theories, ingenious devices, legal enactments, may cover the land, but without good teachers, devoted to their calling, all will be vain. As I have already stated, I had known the Letterkenny district over twenty years ago—from 1864 to 1867. It is painful to have to say that, except some structural improvements, nothing I have seen in the schools of that district during the past two years, has impressed me with a sense of progress. Of course, my visits as Head Inspector have necessarily been few, but they were sufficient to have enabled me to observe marked progress if it existed.

Some progress has been made everywhere towards raising teaching to the dignity of a profession. The Training Colleges are doing something in that way by increasing the teachers' store of information, but more by directing their attention to the sources of information. And yet, when all is done for teachers that instruction or legislation can do, the great work remains to be done by themselves. By intelligent and zealous discharge of their duties, the public will be brought insensibly to recognise their calling as a profession; and this would be a recognition more noble and enduring than that of any official hand.

I am unable to report any material improvement in the mode of conducting schools, as the result of “Training.” I have collected the opinions of the District Inspectors associated with me, and almost without exception, they express disappointment in this respect. We fear

District.

Schools.

Buildings.

Efficiency
of School
depends on
Teachers.

Progress.

Training

Appendix C. that in the laudable effort to increase the teachers' knowledge of books, and thereby raise their classification, the principles and practice of school management may not receive due attention.

Reports on State of Schools.

The difference between "teacher" and "schoolmaster" is not always clearly understood, or sufficiently borne in mind. And yet, how different are the powers required by each! To be instructed in the art of teaching a class is very important, no doubt; it is far more important to be taught how to organise and conduct a school. Monitors who have successfully completed their course in well organized schools are those most likely to be benefited by a further course in a Training College.

Mr. Connellan, Head Inspector.

Originality should be encouraged. The teachers are improving, chiefly because they are every year acquiring more information, and have greater incentives to work. There is one respect in which they are not improving, viz. : in inventing plans for teaching particular subjects. Even the best of them seem to be bound by routine. I see no marks of originality now. A man's own invention may not be better for general use than the old stereotyped plan; but it will be more successful in his hands, because of the enthusiasm which an inventor brings to bear in working out an idea which he can call his own. I think, therefore, that all who have a share in the preparation of young persons for the office of teacher should encourage this spirit of originality.

Schools too numerous.

Managers

Attendance of Pupils.

As an indication of the teacher's mental improvement, I may mention that the cases are every day becoming rarer in which they openly or indirectly quarrel with suggestions that may be given them, even when these suggestions involve fault-finding. During the past two years I can recall only one instance in which a teacher showed by his conduct that he could not bear a just and gentle rebuke.

In many parts of my limited district the schools are quite too numerous, and are, as a natural consequence, generally small and bad. It were to be wished that the visits of the Managers to the schools were more frequent, and that they should not be of a merely formal character.

I suppose we are on the eve of important educational legislation. All that I feel at liberty to say on this point is that, with efficient management, which implies intelligence, sympathy, and zeal, and, with skilful teachers, neither above nor below their business, compulsory attendance would be unnecessary, and, without these two conditions, a law of compulsion is almost sure to be a failure.

I trust I may be permitted to give expression to two thoughts in connection with this question of attendance. (1). There are too many schools, attendance at which it would be cruel to make compulsory, either because of the badness of the schoolhouses or the inefficiency of the teachers. (2). It is not quite clear what advantage is to be derived from sending children of four or five years of age to schools in which there is no provision for infant training of any kind.

Monitors.

These young persons are generally carefully attended to by the teachers, who feel that they are almost indispensable to the working out of the school programme. Cases, sometimes, arise in which the monitor after his appointment makes himself disagreeable to the teacher, and then friction ensues, but, on the whole, pleasing harmony exists between them. The answering of the monitors at the July examinations of the past three years has been satisfactory.

I think that a monitor, after a successful course of five years in a well organized school would be a most desirable person to secure as principal or assistant in an ordinary school of moderate size. Unfortunately

too many of them are obliged to seek other callings after the termination of their monitorial course. Appendix C.

Since the establishment of the new training colleges, managers seek for second class teachers as vacancies occur, a requirement which necessarily excludes monitors from employment as principals or assistants. Reports on
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I would make two suggestions in connection with the appointment of monitors. (1). A superior teacher might be allowed more monitors than, according to the present regulations, the attendance at his school would warrant. (2). The form sent to managers, in which to give the names, &c., of candidates for the office of monitor should be abolished. It leaves the managers under the impression that their nominees will, or must be appointed, thereby depriving the appointment of the competitive character required by Rule 181 (a). Inspectors should be required and encouraged to apply this rule sternly. Mr.
Connellan,
Head
Inspector.

As to the examination of monitors I would suggest that the special and thorough examinations to which they are subjected at the end of their third and fifth years of service, in addition to the ordinary results examinations of the classes in which they are enrolled, be considered sufficient. The special examinations, which, according to existing rules, they must undergo at the end of their first, second, and fourth years of service impose much labour on the Inspector without any corresponding advantage to the State, the school, or the monitor.

I find the accounts generally well kept, but I fear that, in many cases, this satisfactory state of things is due more to the fear of detection than to high moral principles. During the period covered by this report I discovered ten cases of serious and deliberate falsification. Of these, two were in my own special district, two in Coleraine, one in Enniskillen, one in Londonderry, three in Ballinamore, and one in Letterkenny. These are in addition to what may have been discovered by the District Inspectors. I exclude from this return all merely suspicious cases. School
accounts

If payment by capitation come to be generally applied, the temptation to falsification will be increased. Some means should, therefore, be adopted to enable the Inspectors to pay a greater number of surprise visits than they can at present. The Inspectors' Assistants might be often usefully employed on this duty.

Under this head I am able to report fair gradual progress. A teacher's worth is more easily measured by his power of securing habits of good order and discipline in his school than by any other single standard of merit that can be applied. When a good teacher succeeds a bad one, this is the feature of the school in which his superiority is most quickly manifested. If a young man, his instinct tells him that, until good discipline is secured, his energies will be wasted. As he grows older and more reflecting, he will cultivate discipline for its own sake, because of the habits of life-long value which it creates and fosters. Discipline,
&c.

A supply of school requisites is well maintained. Purchases of reading books and copy books at local shops still occur, but not to any great extent. School
requisites.

I shall now make a few observations on the different subjects of the School Programme.

Again it is my duty and my privilege to remind the Commissioners that the all important subject of Reading does not receive sufficient attention. This statement may appear inconsistent with the number of "Passes" that are awarded for reading at the Results Examinations. It should be remembered, however, that Inspectors feel themselves obliged to "pass" children in reading even if that reading displays no intelligence. If the words are uttered with tolerable accuracy, when even the "stops" Reading.

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Mr.
Couttison,
Head
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are not observed, most Inspectors feel coerced to give a No. 2 pass. After long experience, I am of opinion that in most cases these No. 2 "passes" should be ciphers. I have done my best to raise the reading standard so far as the programme will allow. If the pupils leave our schools unable to read with accuracy and fluency what have we taught them? I shall refer to explanation presently.

Reading and habits of discipline and order are, perhaps, the only portions of school work which the pupils are sure never to forget. Too many excuses are put forward for bad reading--such as shyness of children, strange examiners, local peculiarities of accent, &c., &c., all of which are unworthy of consideration. A good teacher never makes such excuses, because he never needs them, and because his good sense saves him from such absurdity.

Even mechanically correct reading, to which every child can be trained, is a pleasure to the child and his parents, brothers and sisters at home. When he grows up, and has children to amuse and instruct, reading will be his most useful instrument for that purpose. His hand may become too stiff to enable him to assist his child in writing; arithmetic may again become a puzzle; grammar and geography may become dimmed and hazy; but reading he can never forget while vision lasts.

This naturally leads to "explanation," a subject which I shall never cease to dwell upon whenever I have the privilege of writing a general report.

I have no hesitation in saying that this continues to be the black spot on our programme, and that it will continue to be so until some money value is attached to the teaching of it.

There is no denying the melancholy fact, that the large majority of our teachers neglect, almost confessedly, this essential part of their duties. And what an opportunity they lose of developing the young intellects committed to their care! To some teachers this work appears difficult. It is difficult to those only who have never tried it with a good will. An intelligent father or mother does not find it difficult; on the contrary, the difficulty they find is in answering their children's questions. If a child is encouraged to ask questions about what he sees, he will soon ask questions about what he reads; and then the explanation difficulty disappears. One great mistake is not to begin explanation until the pupils get into Fifth Class. Then it is up-hill work, and is soon given over in despair; whereas, if it had been begun at the beginning pupils would be accustomed to it, and not regard it as learning a new language.

It is my opinion that in this matter of reading and explanation, female teachers have a special opportunity and duty of serving the country through their young pupils. They should seek opportunities of conversing with them on the literary subjects which the books within their reach may contain or suggest. They should train them to expressive, intelligent rendering of the poetical passages in the Reading Books, and should constantly endeavour to enable them to entertain others by simple, non-declamatory reading. I believe this is especially women's work in the school world. To do this successfully does not require great elocutionary powers. "The Downfall of Poland" and other such stock pieces are good in their way, but such pieces as "My Birth Day," or the "Burial of Sir John Moore," or even "The Wasp and the Bee," are worthy of careful rendering.

Penmanship is improving; it would be strange if it did not improve, seeing the facilities that are now afforded in the various styles of Copy Books that are on the Board's List. There is one defect common to all

Penman-
ship.

the districts, viz., there is not sufficient care taken to make the pupils imitate the head lines set before them. The Commissioners do not insist on any particular series. But, I think, that whatever series be adopted should be imitated. With children the mere fact of carefully imitating what is set before them has an educative value in itself. Neglect of this imitation has a contrary effect.

It is not easy to secure uniformity of marking, now that composition is made part of the pass mark in classes above fourth. It strikes me that it would more naturally form part of the grammar "pass." But I would prefer to see it made a distinct subject. Its importance entitles it to that prominence. While it is tacked on to another subject the teachers have not sufficient inducement to teach it carefully and systematically. At present they expect—and are seldom disappointed—that good penmanship will carry at least a No. 2 pass. If included in grammar, parsing would be relied on for pulling the pupils through.

I cannot report progress in Spelling. The mistakes in dictation in fourth and fifth classes are so many that nothing but negligence or unskillfulness on the part of the teachers can account for them. The teachers themselves nearly always read the dictation exercises when I examine, and it is strange to notice the inability of the pupils to gather the context. And this is the more strange when it is remembered that the exercises are always given from the lesson books of their respective classes, which they have been reading for a whole year. Even in this simple matter the difference between a good and a bad teacher is very apparent.

As has been often stated by Inspectors in their reports, grammar is not made sufficiently practical. The requirements of the programme are fairly well attended to. Parsing may, on the whole, be pronounced good. It is in the fourth class I meet with most failures. I believe that many of the lowly classed teachers do not know the grammar requirements for that class. They seem surprised when the pupils get ciphers who guess out the parts of speech. Inflections and conjugations are frequently overlooked. In sixth class the knowledge displayed is satisfactory, inasmuch as it shows some thought. But the two great practical objects of grammar, viz., to help people to speak and write correctly, have not yet been attained—shall I say have not yet been seriously attempted?

As to speaking correctly, no attempt has yet been made, so far as I know, to correct colloquial solecisms in the school. And as I have stated under the head of penmanship, composition or letter writing is treated in the programme as a matter of second or third rate importance.

Geography receives perhaps as much attention as it deserves. The frequent failures in third and fourth classes are not easily accounted for. In these classes the examination is mainly from the maps of the World and Ireland. Perhaps the reason of the failures is that from the very simplicity of the examinations, the teachers do not begin map teaching until too near the close of the results year. And then accidents may occur to prevent the attendance of the pupils. Physical geography should form part of the obligatory programme for sixth class.

Agriculture is not taught with any marked success. When pupils answer questions proposed from the Text Book, they nearly always use the very words of the book; but fail to show any intelligent knowledge of the subject.

In a few of the schools round Londonderry, the tonic sol-fa system has been introduced with fairly satisfactory results. Hullah's system is taught in a few scattered schools with tolerable success. The North

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Appendix C. Western School Circuit may be described as non-musical. I believe that it has been observed that there are two classes of people for whom music has few allurements, those who are engrossed in money making, and those who have no way of making money; and most of the parents of National School pupils in my circuit belong to one or other of these classes. I do not here refer to Model Schools or Convent Schools.

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State of
Schools.
*Mr. P.
Cornellion,
Head
Inspector.*

Needle-
work.

I can report favourably on this important branch of female education. The rule requiring an hour's instruction in needlework for every girl above first class has produced very satisfactory results. Since its application the work exhibited at Results Examinations shows great improvement, both in quality and quantity.

I may say that for all practical purposes the "alternative scheme" for sixth class girls has not yet become operative in this circuit. With the exception of the Model School, every school in the City of Londonderry claimed, and was granted, exemption from the adoption of the scheme.

It was feared that the Model School would suffer from its introduction, because of this general exemption of the other schools in the city. All the parents of the pupils who would be immediately, or next year, brought under the rule, expressed their disapproval of the scheme in letters to the Head Teacher. Indeed, I must admit that I was myself influenced by their representations. And yet, not one child has been withdrawn from the school on this account.

I mention this fact to show that even intelligent people require to be educated into any new scheme that does not at first sight recommend itself to their judgment.

Drawing.

I can report satisfactory progress in drawing from the flat. Any more advanced style is rarely attempted.

Geometry
and Men-
suration.

This subject is taught in several schools; but with only middling success in any that I have myself examined. Pupils very seldom go beyond the first year's course. I think it is useless to introduce the subject before the pupils reach the second stage of Fifth Class. I should like to see it taught in all schools conducted by teachers who are capable of teaching it properly, and I would not tolerate it in any other. I believe the boy who really understands the reasoning of even one proposition has received a logical training that must be of use to him. But the boy who parrots off proposition after proposition, without an intelligent knowledge of the processes that lead up to the conclusion, has been laying the foundation of that habit of mind which renders a man unable to understand what he reads or hears, or even what he says.

Algebra.

I find the first year's course of algebra fairly well taught in a considerable number of schools. Unlike geometry, the first year's course is of little value unless continued through second and third year's courses. In algebra the first year's course does little more than teach the use of the instruments to be employed in the study; while in geometry each step advanced has its own independent value. That the programme for second and third years' algebra is too difficult is generally admitted. The statement of the fact will, however, bear repetition.

Book-keep-
ing.

This subject is now generally attempted, and rarely with success. Here again, the good teacher stands out prominently. When he presents pupils in book-keeping they know it. He never presents smatterers.

Kinderg-
garten.

Kindergarten is taught in all the Model schools and Convent schools with encouraging success. All the teachers regard its introduction as

a boon to the younger children. It is certainly pleasant to see them engaged at the different "gifts" and "exercises"; and I am sure that the habits of order and observation they acquire must be useful to them. I had expected that one good effect of Kindergarten would be improvement of discipline in marching to and from seats, and when entering and leaving the school-room. But I must say that in this matter I have been somewhat disappointed. The good order seems to begin and end with the Kindergarten exercise.

Handicraft is not attempted, so far as I know, in any school in my circuit, except one in Coleraine District, of which Dr. Traill, F.T.C.D., is the manager.

Convent Schools.—Of the Convent Schools in my circuit I have been able to examine only one—Strabane Convent of Mercy—and of this I am able to speak in the highest terms. The proficiency was excellent both in the obligatory and optional subjects of the School Programme. I have visited several other Convent schools; and, without exception, they all appeared to me to be admirably conducted.

Model Schools.—In addition to the Male, Female, and Infant Model schools in Londonderry, of which I had special charge, there are Model schools (three departments in each), in the following towns:—Coleraine, Ballymoney, Omagh, Enniskillen, and Newtownstewart.

I can speak with confidence of Londonderry schools, as I have examined and visited them frequently. The three departments are well conducted. Notwithstanding great opposition from private schools they have successfully maintained their attendance, and their high character for efficiency. The boys' school is one of the best I have ever examined.

I have also examined Ballymoney and Newtownstewart Schools. The female and infants' departments of both establishments are well conducted. Of the male departments I cannot speak so highly.

The District Inspectors express themselves satisfied with the working of Coleraine, Enniskillen, and Omagh schools. I have visited these schools on several occasions, and always found the discipline and order satisfactory.

I cannot close this report without hearing testimony to the indefatigable zeal of the District Inspectors associated with me in the supervision of this extensive circuit. I have found them always most willing to co-operate with me. In no single instance has there been any appreciable difference of opinion between any of them and me on any matter connected with schools or teachers. In the Check Results Examinations which I had an opportunity of holding, I invariably found that the Inspectors had dealt justly, kindly, even leniently, with the teachers. Few but those officially connected with them, as I have been, can fully appreciate the labour, prudence, and tact these gentlemen bring to the discharge of their duties.

I am, gentlemen,

Your obedient servant,

PETER CONNELLAN,

Head Inspector.

The Secretaries,

Education Office.

Appendix C.

Reports on
State of
Schools.Mr. S.
Starrut,
Ballymena.

MR. S. STARRUT, District Inspector.

Ballymena, March, 1892.

GENTLEMEN,—In accordance with your instructions I beg to submit, for the information of the Commissioners, the following General Report on the state of National Education in this district in the year ending February, 1892.

The
District.

The extent of the district remains the same as it was at the date of my last General Report (March, 1890). As that Report contained a brief description of the district, giving its position, area, and chief physical features, it is unnecessary to repeat it here. The principal industrial pursuits of the people are agriculture, the manufacture of linen in Ballymena and the towns and villages in the valleys of the Main and its tributaries, fishing along the North Channel and the Bann, and mining in some of the mountainous parts. The present population is about 72,000.

Schools.

The National schools now in operation in this district are thus classed :—

| | | | | |
|-----------------|---|---|---|-----|
| Ordinary, | . | . | . | 140 |
| Model, | . | . | . | 3 |
| Poor Law Union, | . | . | . | 2 |
| Evening, | . | . | . | 1 |

Besides these there are a few Non-National Schools attended for the most part by junior pupils, who, after receiving some elementary instruction in reading, writing, and arithmetic, enter the neighbouring National Schools to complete their education. Thus it is evident that the primary education of this district is almost exclusively in the hands of the National teachers. Though there are two or three localities in which the schools are too numerous, yet, on the whole, they are fairly distributed in accordance with the wants of the population and afford sufficient accommodation for all the children of school-going age. During two or three months in the winter some schools are greatly overcrowded, and in ten or twelve schools the aggregate accommodation is sixteen per cent. below the average attendance. Effective work is impossible in these schools during the period of overcrowding. The improvements effected in school buildings and the increased accommodation provided during the last two years will be shown in the next paragraph.

School
buildings.

With very few exceptions the school buildings and premises in this district are kept in proper order, the furniture in good repair, and the school-rooms clean and tidy, and sufficiently heated and ventilated. Since my last Report two new school-houses have been erected to supersede old and unsuitable houses—one, a commodious and comfortable non-vested house at Duneane, and the other, a good vested house at Tullynamullen. The building formerly occupied by Guy's schools (male, female, and infant) has been structurally altered and thoroughly repaired, and it is now occupied by the boys' and girls' schools only. An adjacent building, formerly occupied as the residences of the teachers of the female and infant schools, has been converted into a schoolhouse for the infant school and two class rooms erected in the rear. The boys' room with its class-room can accommodate about 200 pupils, the girls' room with its two class-rooms about 160 pupils, and the infants' room

with its two class-rooms about 150 pupils. The Dunagby Parochial Schoolhouse has been enlarged so as to afford accommodation for 90 pupils instead of 43, and the out-offices have been repaired. Ballybeg and Newtowncrommelin have been provided with class-rooms to meet the requirements of increasing attendance. Ramoon Female School has been enlarged for the same reason. Craigs (11078) has been provided with out-offices, a store for fuel, a porch for caps, &c., and the plot on which it stands has been enclosed with a wall. Drumsaul has been thoroughly repaired and furnished with an adequate supply of excellent new desks. Rev. A. MacMullan, P.P., has put his schoolhouses here (Ballymena Male and Female and Harryville Male, Female, and Infant) into excellent order, improved the out-offices and connected them with the town water and drainage at considerable expense. Of the schools referred to at the close of the preceding paragraph three are likely to be provided with adequate and suitable accommodation at an early date. In one of these cases (Carclinty) the manager has applied for a grant to build a vested schoolhouse, a considerable sum has been already locally subscribed, the site has been chosen, and the owner, who is at present in treaty with his landlord about the purchase of the property, is prepared to grant a lease as soon as he is in possession of the necessary legal power. In another case (Tullygarley), referred to in my last Report, the tenants on the property on which the existing schoolhouse stands, are purchasing or have purchased their holdings from the landlord, but as the necessary legal arrangements are still incomplete nothing can be done, though here too a considerable amount has been raised. In the third case (Lower Buckna) the present manager is quite prepared to build a vested schoolhouse provided he can get a suitable site and a grant for the purpose. The owner of the most desirable site is reluctant to part with it, but this difficulty may be overcome. In another case (Glenane)—one of the worst schoolhouses in the district—repeated attempts have been made to induce the local parties to provide a suitable house, but hitherto without success, though the manager has always expressed himself in favour of this project. As he is now advanced in years the duty is likely to devolve on his successor. In one of the remaining cases the manager (Rev. H. Magorian, P.P.), who is fully alive to the necessity of providing adequate accommodation, is negotiating for a suitable site, and should he be successful he will erect two new houses to supersede those now in his charge in Randalstown. In all the remaining cases the existing houses are fairly good but too small for the proper accommodation of the present attendance. Two-thirds of the existing schoolhouses are good and in proper repair, and afford sufficient accommodation for the present attendance, and the remainder, with the exceptions mentioned above, are fair in all respects.

Five schools are under official management. Of the remaining 141 *Managers* schools 110 are under clerical, and 31 under lay management. Of these ordinary schools 73 are managed by Presbyterians, 44 by Roman Catholics, and 24 by members of the late Established Church. In the southern part of the district there are numerous school committees. These committees are very serviceable in looking after the repairs of the schoolbuildings and furniture, and they frequently exercise considerable influence in the appointment of teachers. In my last general report I showed that their interference in the management of their schools had in some instances most injuriously affected their prosperity. No recent case of such injurious interference has come under my notice. With few exceptions the managers discharge their duties faithfully and

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State of
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Mr. S.
Stewart,
Ballymena.

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Mr. S.
Sarritt,
Ballymena.

Teachers.

efficiently, are much interested in the prosperity of their schools, visit them frequently, advise and encourage the teachers, and use their influence in promoting regularity and punctuality of attendance. Many of them attend the results examinations of their schools to make themselves acquainted with the progress and proficiency of the pupils. The managers have always co-operated with me in my attempts to improve their teachers and schools.

The teachers of this district are on the whole well qualified for the proper discharge of their important and laborious duties, of good moral character, and of respectable social position. As public servants they are faithful and efficient, and progressing satisfactorily in the acquisition of such knowledge as is calculated to improve them as schoolkeepers. They keep their schoolrooms and school premises clean and neat, maintain proper discipline in their schools, attend carefully to the moral character of their pupils, keep their school accounts neatly and accurately, and observe strictly all the Board's Rules. That they are progressing satisfactorily in the acquisition in such knowledge as is necessary to to them as schoolkeepers will be evident from the following table giving their classification on 29th February, 1892, and the corresponding totals on 1st November, 1881, when the district was committed to my charge :—

| Class. | Principals. | Assistants. | Totals. | Corresponding Totals on 1st Nov. 1881. |
|--------------------------|-------------|-------------|------------|--|
| I., . . . | 16 | 2 | 18 | 2 |
| II., . . . | 20 | 2 | 22 | 8 |
| III., . . . | 32 | 2 | 34 | 64 |
| III ² , . . . | 16 | 9 | 25 | 6 |
| III ³ , . . . | 28 | 12 | 41 | 39 |
| III ⁴ , . . . | 14 | 2 | 17 | 15 |
| Unclassed, . . . | — | 1 | 1 | 6 |
| Totals, . . . | 146 | 33 | 179 | 130 |

This table exhibits only a part of the progress made during the time mentioned, as it does not include many teachers appointed to more remunerative positions elsewhere, and several highly classed teachers that have retired from the service in consequence of ill-health, or age, or other cause. Of these at least 15 were first-class teachers, and but few first-class teachers from other districts have taken their places here. Of the numbers included in II² and III² above, two-thirds have been recently recommended for promotion to the higher grades of their respective classes. The real progress in classification, as determined by the annual examinations, is shown in the following table :—

| | |
|---|-----|
| Number promoted to III ² or III ³ , | 153 |
| " " " III ³ , | 51 |
| " " " I ² , | 29 |
| " " " I ³ , | 20 |

Classifying the teachers according to the efficiency of their services as

determined by the results examinations and the general character of their schools, forty of them are *very good*, fifty *good*, fifty *fair*, twenty-eight *middling*, and eleven *bad*.

Miss Isabella Allen, teacher of the Connor Female National School, was awarded a Carlisle and Blake premium for the year 1890.

The number of monitors now serving in the schools of this district is seventy-six. They are carefully instructed by their teachers in the prescribed courses of study, and diligently trained in the art of teaching. They discharge their duties faithfully and well, and acquit themselves creditably at their annual examinations. In their fourth and fifth years of service many of these monitors are quite as useful in their schools as assistant teachers. At the July examination, 1882, the average answering of *seven* monitors examined on C papers was only 41·7 per cent.; in July, 1891, the average answering of *nine* monitors examined on C papers was 60·1 per cent.; and that of sixteen monitors examined on D papers at the same examination was 67·1 per cent. Only one of these 25 failed to pass the examination, whilst of the seven examined in 1882 four failed very badly. These facts indicate the progress made in the instruction and training of these young persons. Of the present teachers 34 principals and 10 assistants have served as pupil-teachers, or monitors, or both, under my own superintendence, and with one exception they are performing their duties creditably and giving satisfaction to their managers.

There are 22 workmistresses now employed in this district. They all attend regularly, and perform their duties satisfactorily.

The general character of the attendance is very irregular, though improving slowly. In 1887 the average attendance was 60·2 per cent. of the number on rolls; in 1889 it was 61 per cent.; it is now 62·5 per cent. This irregularity is chiefly due to the prevailingly agricultural character of the district. During seed time and harvest nearly all the senior pupils are kept at home to assist in farm work. In some localities it is attributable to the indifference or poverty of the parents, and in some instances to worthless teaching. Thoroughly efficient teaching—other circumstances being equal—invariably improves the character of the attendance, not only in regularity, but in punctuality as well, and this improvement in its turn promotes the proficiency of the pupils. In eight of my best rural schools the attendance is 69 per cent. of the number on rolls, and the average answering of the pupils in all the ordinary and optional subjects of the school programme was 98·1 per cent. at the Results Examinations of the past year. The teachers themselves attend very punctually in the mornings, and there are very few late comers among the pupils. In many of the schools here nearly every pupil is present at 10 o'clock, in some instances at 9.30 o'clock, and several teachers call the rolls at 10.30 o'clock.

Though the attendance is irregular in most schools, and very irregular in some, and though there are still a few comparatively worthless teachers in charge of schools here, yet the general character of the answering at the Results Examinations is fairly satisfactory and improving. This will appear from the following record of the answering made by the pupils in the years mentioned:—

| | | |
|-----------------------------|-----------------------------|----------------|
| In year ended 28 Feb., 1883 | the general proficiency was | 71·9 per cent. |
| " 28 " 1885 | " " | 72·3 " |
| " 29 " 1888 | " " | 79·2 " |
| " 28 " 1890 | " " | 84·2 " |
| " 29 " 1892 | " " | 86·3 " |

Appendix C.
Reports on
State of
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Mr. S.
Sturrit.
Ballymena.
Monitors.

Work-
mistresses.
Attendance.

Proficiency.

Appendix C. Of 146 schools examined for results in this district during the past year the answering was:—

Reports on
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Mr. S.
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| | |
|---------------|--------------------------|
| In 55 Schools | from 90 to 100 per cent. |
| In 58 | " 80 to 90 " |
| In 23 | " 70 to 80 " |
| In 6 | " 60 to 70 " |
| In 4 | " 50 to 60 " |

The following is a similar return of the answering made in 134 day schools examined for results here in the year 1882-3:—

| | |
|--------------|--------------------------|
| In 9 Schools | from 90 to 100 per cent. |
| In 25 | " 80 to 90 " |
| In 39 | " 70 to 80 " |
| In 39 | " 60 to 70 " |
| In 18 | " 50 to 60 " |
| In 4 Schools | under 50 per cent. |

A comparison of the facts given in the preceding tables will show that the educational progress of the district is fairly satisfactory.

Reading.

The general proficiency in reading is good. In the majority of the schools the reading is both fluent and intelligent. The junior classes are in general very well prepared in this branch, and quite familiar with the meanings of words as given in their lesson books. In the senior classes explanation is *weak* in about forty per cent. of the schools, and *fair* or *good* in the rest. This weakness is due, partly to inefficient teaching, and partly to irregular attendance. In all the schools the repetition of poetry is carefully attended to, and in all the best schools it is very good.

Writing.

Writing is on the whole fairly good, and steadily improving. All the schools are adequately supplied with the necessary materials and appliances. Great care is taken in selecting suitable copy books for the different classes, and the writing lessons are properly superintended.

Arithmetic.

Arithmetic is well taught, and the general proficiency is very good. Theoretical arithmetic receives sufficient attention, and in mental calculations the proficiency is fair in most schools, and in some very good.

Spelling.

Spelling and writing from dictation receive due attention, and the proficiency in both is very good.

Grammar.

Grammar is well or fairly taught in two-thirds of the schools, and in differently or badly in the others. The general proficiency is fairly good. At the annual examination of 1882, the average answering made by all the teachers and monitors (37) in this subject was 33·2 per cent.; in 1889, the answering of all the teachers and monitors (45) was 70·5 per cent.; and in 1891, the answering of all the teachers and monitors (43) was 70·4 per cent.

Geography.

In geography, the proficiency is somewhat higher than in grammar, and the progress is much the same. The schools are well supplied with suitable maps.

Agriculture

Agriculture is carefully taught by all the good teachers, and with much success. In the other cases the teaching is tolerable, with a few exceptions.

Book-keeping.
Extra
branches.

Book-keeping is taught fairly in a few schools.

The chief extra subjects taught here are geometry, algebra, vocal music, drawing, and in the Model School, Latin and French. In these subjects the proficiency is fair. In a few schools physical geography and domestic economy are very fairly taught.

Needlework.

Needlework is on the whole very carefully taught in ninety-one schools.

I am, Gentlemen, your obedient servant,

S. STARRIF, *District Inspector.*

The Secretaries, Education Office, Dublin.

Appendix C.

Reports on
State of
Schools.Mr. W. J.
McClintock,
Donegal.

Mr. W. J. McCLINTOCK, M.A., District Inspector.

Donegal, February, 1892.

GENTLEMEN,—In compliance with your instructions, I beg to submit the following general report on this district for the year 1891.

At the date of my last report, two years ago, there were 147 schools in operation. At present there are 149—one Convent school, two work-house schools, and 146 ordinary day schools. During these two years the houses have in general, been kept in a good state of repair; but no marked advance has been made in superseding unsuitable buildings by ones better fitted for school purposes. Something, however, is being done towards this end. In the parish of Glencolumbkille a new vested house is almost completed; two applications have been made by managers to the Commissioners for aid to build houses to take the places of two thatched cabins which have been used as schoolrooms for many years; a grant has been made to assist in the erection of a house at Malinbeg, in the extreme western part of the district; and I have lately received notice from the Very Reverend F. Canon McKenna, P.P., Bundoran, that he has closed Ardarna National School pending the erection of a more suitable house. The furniture is usually of the proper kind, and is kept in good condition. In some of the older schools the desks, originally of faulty construction, have become much worn, and a few cases occur in which the supply of maps is insufficient. As a general rule, a very fair amount of sales stock is kept on hand.

The following figures show the classification of the teaching staff at the end of 1889, when there were 144 ordinary schools in existence, and at the end of 1891, when there were 146:—

| | 1889. | | 1891. | |
|--------------------|-------------|-------------|-------------|-------------|
| | Principals. | Assistants. | Principals. | Assistants. |
| Class I., | 25 | 1 | 25 | 1 |
| „ II., | 70 | 8 | 66 | 11 |
| „ III., | 47 | 21 | 54 | 16 |
| Unclassed, | 2 | — | 1 | — |
| Total, | 144 | 30 | 146 | 28 |

The Convent school, which is extremely well conducted, is paid by capitation. One of the workhouse schools is in charge of a Third Class teacher; the teacher of the other is unclassified. There are also fifteen workmistresses, and one junior literary assistant permanently employed.

It will be seen from the above table that the classification of the principal teachers has not, as a whole, improved of late. The number in First Class is precisely the same as at the end of 1889, whilst the number in Second Class has decreased, and the number in Third Class has increased. The causes of the increase in the number of Third Class teachers are—about a year ago two teachers were depressed from the first division of Second Class to the second division of Third Class—the

Appendix C. one for continued inefficiency, the other for falsification of the school accounts; two of the three schools taken into connexion during the past two years are in charge of Third Class teachers; and, quite recently, some Third Class candidates have been selected by the managers for positions formerly held by Second Class teachers. The classification of *Mr. W. J. M'Clintock,* the assistants has improved somewhat.

Deputy. Teachers who seek promotion to a higher class either attend a course of training or apply for admission to the annual district examinations. Those whose schools are not in a sufficiently satisfactory state usually try to effect their object by entering a training college, as only those who have proved themselves to be efficient school-keepers are admitted to the examinations held in the district. In July, 1890, four teachers attended the annual examinations as candidates for promotion—three of them succeeded. In July, 1891, six attended—four succeeded, two of them attaining to the first division of First Class.

Training. Aspirants to the office of teacher, who have not been monitors, have now but one avenue open for the accomplishment of their wishes—they must undergo a course of training for two years, and pass their final examinations satisfactorily. A considerable number of these young persons attend the July examinations each year as competitors for admission to one or other of the training colleges. As to the teachers themselves, I do not think that they feel any great desire to attend a course of training. A few enter each year, but, in my opinion, they look on their attendance rather as a means of promotion than as an opportunity for becoming better acquainted with the most approved methods of performing their duties as educators of the young.

Monitors. The monitors, of whom there are 21—11 females and 10 males—are almost, without exception, very carefully trained by their teachers. In 1891 four monitors completed their term of service; in 1890, seven, and in each of the previous three years, six. Twenty-eight out of these twenty-nine passed the final examinations with credit, and received certificates of classification. About one-half of them, however, so far as I have been able to ascertain, have failed to get employment as National School teachers. At least four of them have gone to America.

Distribution of Schools. The great majority of the schools have a mixed attendance of boys and girls. All those taken into connexion within the last eight years are so with one exception—Nuala male, 13382. The number of cases in which there are separate male and female schools is only thirteen. The managers in most instances prefer the mixed system, as they consider it better that the boys and girls should be educated together. The schools are fairly distributed with regard to the requirements of the population. In a few localities, however, they are too numerous—a state of affairs produced by the necessity for making due provision for the religious instruction of the children.

Discipline. It is in these places that the least effective educational work is done. The teacher's main object is to secure as many pupils as will entitle him to his class salary. He cannot afford to offend either pupil or parent. Hence discipline suffers. Besides, young teachers in such situations are always, except their parents reside in the neighbourhood, looking out for better schools, and as they regard their present appointment merely a stepping-stone to something higher, they do not take more than a passing interest in their immediate work.

Attendance of Pupils. The attendance of the pupils still continues irregular. The agricultural pursuits in which the bulk of the population is engaged, emigration, which carries off year by year a large number of young people, apathy

on the part of parents, epidemics—all tend to prevent regular attendance. A modified system of compulsion which would at least counteract the listlessness of the parents could, I think, be enforced without entailing any material hardship. If an attendance of 100 or 120 days in the year were insisted on, a sufficient margin would be left to allow the pupils to assist at home when work in the field or elsewhere would be most pressing. Special provision could be made for cases of severe epidemics or of individual illness. The managers, and especially the clerical managers, try to induce the parents to send their children out as often as possible. In some parishes the clergymen are doing all that moral suasion and personal influence can do towards this end. They visit the schools frequently, take notes of those who are absent without a known cause, and call at the homes for an explanation. In one school, which I visited lately, I found that the teacher had been directed to prepare for the manager at stated intervals a list giving the names of all his pupils whose attendance was unsatisfactory, accompanied by any relevant observations he thought it advisable to make, and that the manager took occasion to make this list public. I am informed that an attempt is being made to inaugurate this system throughout the parish.

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State of
Schools.Mr. W. J.
McClintock,
Donegal.

Managers.

Another point on which much improvement is still needed is punctuality of attendance. I very rarely find the teachers late, but I think they might put forth more effort in most cases to entice the children to come earlier. Instead of this, many teachers in the less efficient class of schools practically connive at their late arrival by not commencing the day's work at ten o'clock precisely.

Punctuality
of Attend-
ance.

I am prepared to admit that when children live far from the school there may be some valid excuse for their being occasionally late, especially in the winter time. But what excuse is there for those who reside in the proximity of the school habitually dropping in from ten to eleven o'clock. I have met instances where the pupils were under the impression that they were not late if they put in an appearance at any time prior to roll-call. In this matter, however, the influence of the teacher is the most determining factor—a statement which the following instances, taken from my notes of incidental visits, will exemplify:—

- (1) No. of pupils present at 10 o'clock = 17; at 11 o'clock = 32.
- (2) No. of pupils present at 10.30 o'clock = 4; at 11 o'clock = 13.
- (3) No. of pupils present at 10 o'clock = 1; at 10.30 o'clock = 10; at 11 o'clock = 15.
- (4) No. of pupils present at 10.10 o'clock = 100; at 11 o'clock = 110.
- (5) No. of pupils present at 10.5 o'clock = 58—a number considerably in excess of the average attendance.

Nos. (4) and (5) are well conducted schools, Nos. (1), (2), and (3) are not.

Very little attention is paid to the special training of infants. Only two infant departments exist in the district. The teachers, engaged with the higher classes, leave the little ones, whose programme of instruction is very limited, largely to themselves or in charge of another pupil who receives no preparation to enable him to keep them usefully and agreeably employed. They get the same time for recreation as the higher classes—usually half an hour. The remainder of the day is spent in reading, writing, ciphering, counting on the ball frames, or sitting idly in the desks. This sitting idly begets listlessness—a habit which it is to be regretted that their attendance at school induces, or at least fosters. Can no system be devised which will occupy their minds usefully during the

Infants.

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whole time they are obliged to remain in the schoolroom? Kindergarten has not yet been introduced. It cannot well be practised in the ordinary rural schools. Wooden blocks for building could be obtained cheaply and would afford much amusement of an educational value. Here, however, the question of expense arises, and no local funds are forth coming for such a purpose. I would also suggest a daily lesson of a very elementary character on the maps. It would make the school hours much less tedious. Such a lesson could be rendered very interesting to them. They are naturally attracted by the bright colouring of the maps, and short stories or descriptions could be appropriately introduced which would delight them.

Reading.

In former Reports I have had to complain that the children do not understand the subject matter of their lessons, and this state of affairs still prevails. The teachers appear to be satisfied when the words can be pronounced accurately. Due attention to the pauses and a proper grouping of the words are considered as of secondary importance. To make the children understand fully what they read, requires skilled and unremitting attention, and consumes more time than the teacher thinks he can well spare. He is, therefore, too often content with a mere pass in this subject. The meanings of the words at the heads of the lessons are usually taught. The repetition of the prescribed pieces of poetry exhibits the same faults as their reading—it is rapid, monotonous, and unintelligent.

In reading, there are two points to be specially aimed at in an elementary school—the pupil should read accurately, and he should understand what he reads. This is the *minimum* proficiency with which we should be satisfied. As far as mere word-teaching is concerned, the schools in this district come fairly up to the requisite standard. But they fall far short of the mark in the degree to which they give the pupils an intelligent grasp of the subjects of study, and, indeed, in the extent to which they train the mind to habits of thought generally.

Writing.

The general proficiency in writing at present may be described as passable. Comparatively few pupils fail at the Results Examinations, but the majority get only bare passes. There are now several excellent series of copy-books on the Board's List of Requisites. Each teacher adopts the series which he thinks most suitable. The only point on which I insist is that the pupils be able to imitate closely the head lines of the one selected. The penmanship of the Fifth and Sixth Classes is apt to degenerate in some schools where copy writing is not practised beyond the Fourth Class. This is owing to a tendency of the pupils to write their exercises with less care than they would write a copy—a tendency which the teachers are not always on the alert to check. When visiting the schools, I have, on every suitable opportunity, dwelt on the advisability of obliging even the highest classes to practise the imitation of some advanced style such as Thom's No. 2.

Composition.

More attention is being given to Composition than formerly and progress is being made, but the stage yet reached is far beneath what is desirable. The pupils are usually acquainted with the proper form in which to cast a letter, but they do not appear in most cases to be able to express correctly the ideas they have in their minds. A correct letter on a simple subject—and the subjects suggested are always simple—should not be beyond the limits of an elementary education.

Arithmetic.

Arithmetic.—More labour is expended on this subject than on any other in the Programme. The First and Second Classes answer well. Their course might be extended so as to include more difficult questions in Addition for First Class, and Multiplication by one figure for Second

The general proficiency of the higher classes may be described as fair. The Third Class pupils break down more frequently in long division than in any other part of their programme in this subject. The Fourth Class pupils sometimes confound Reduction Ascending with Reduction Descending, and the Fifth Class pupils often, when working an exercise in proportion, put first the term which should occupy the third place in the statement. Neglect to read the question carefully or inability to comprehend the meaning of the language in which it is expressed is also a frequent source of failure. An indifferently-trained pupil who will readily work accurately an exercise in subtraction if the subtrahend be placed below the minuend will often fail if it be put thus:—Subtract £1 17s. 1½d. from £20, or thus:—Find the difference between £1 17s. 1½d. and £20. He is very likely to place the subtrahend uppermost. I have still to express regret that the blackboard is not more availed of, both for explaining the rationale of the subject, and for showing, to some extent at least, the different ways in which the same exercise may frequently be expressed.

Numeration, notation, and mental calculation are in a less satisfactory state than the other portions of the Programme. A suitable text-book on mental arithmetic would, I think, be found extremely useful. I do not, as a rule, give the pupils any questions on mental calculation, the solution of which requires a knowledge of empiric rules. The exercises proposed are of a miscellaneous character, and afford not only mental discipline, but also develop a theoretic acquaintance with the subject.

Oral Spelling is well taught; writing from dictation is not. The pupils can easily learn to spell the words at the heads of their lessons without special supervision on the part of the teacher; ability on their part to write a spelling lesson correctly is the outcome of his constant attention. The manner in which the dictation exercise is given out is very often faulty, and errors are frequently allowed to pass without correction. Besides this, I find that transcription is an off-recurring substitute for dictation. The children are thus kept busy with much less trouble, and most of the teachers appear to think that there is no necessity for their examining the work towards the end of the lesson or afterwards.

The general proficiency in grammar is middling. In many schools the Third Class pupils acquit themselves very creditably, but in some cases a considerable amount of guessing exists. The Fourth Class attempts too much. The pupils of this class are frequently taught with those of the Fifth Class, and consequently are introduced without due preparation to syntactical parsing. The Fifth and Sixth Classes are examined on paper. Their exercises are executed more neatly and fewer blunders in orthography appear than was the case some years ago, but their acquaintance with the subject itself is still largely superficial. Generally speaking, insufficient attention is paid to the text-book, and it often occurs, even when the text-book is by no means neglected, that a pupil who can repeat quite glibly the answers to such questions as—When is a noun said to be in the objective case? When is a verb said to be transitive? has no idea of the import of what he has committed to memory.

The teachers do not show much discrimination in the selection of pieces for parsing. On looking over the school exercises I almost invariably find that the sentences have evidently been chosen at random, and that the pupils are required to parse every word of the portion chosen. It appears to me sheer waste of time to set a Sixth Class child to parse

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Mr. W. J.
McClintock,
Doctgral.

Defective
Intelligence

Spelling.

Grammar.

Appendix C. such words as 'and,' 'if,' 'when.' Besides this, the correction of errors is, in the main, imperfect.

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*Mr. W. J.
McClintock.*

Geography.

Geography is another weak subject. The Third Class pupils show a fair degree of proficiency in pointing out the names of places on the map of the world, but notwithstanding this, the acquaintance with it of many who use the pointer with facility cannot be considered as of an intelligent character. For instance, a few days ago a little girl very readily pointed out Cape Farewell, Torres Strait, &c. I then asked her, "Is Cape Farewell land or water." "Water," was the reply. I then put my finger on the Indian Ocean and asked her whether that part of the map represented land or water. "Land," she said. In fact the pupils of this class are not properly introduced to the map. The majority of the teachers ignore the recommendations of the hand-book on this head, and set the children to pointing out the names printed on the map, without taking due steps to convey clearly to their minds what a map is. In the higher classes more attention is given to the text-book than to the map, and the pupils are often able to repeat lists of names of places of whose positions they know nothing. I have noticed this particularly in the case of the map of Europe, which forms part of the programme of class V¹. Some such occurrence as the following is by no means rare:—I say to a child—"Trace the course of the river Rhine." As he looks at the map he says, "The Rhine rises in Switzerland and flows through Germany and Holland into the North Sea," but after several attempts he fails to point it out. In the case of the fourth class, the teacher has the option of presenting the pupils for examination on either the map of Ireland or the map of the county in which the school is situated. In every instance during the past year the map of Ireland was selected. I require the second stage of Fifth Class pupils to give me some statistics relating to the geography of Ireland—the heights of the more prominent mountains, the lengths of the more important rivers, &c. This is the point in which they acquit themselves with least satisfaction. In some of my best schools the senior pupils are in the habit of coming early and spending the time up till 10 o'clock in going over on the maps their home-lesson for the day. The teacher as a rule gives no assistance. The children help each other where help is needed. In these schools the answering in geography is usually good.

Agriculture.

Agriculture is being better attended to than it was some years ago, but the teaching is not yet practical enough. More intelligent methods of instruction are being gradually adopted, and, in consequence, the subject is becoming more interesting to the pupils. There are 29 ordinary schools attended by both boys and girls in this district in charge of female teachers—in only one of these is instruction in agriculture given.

*Needle-
work.*

The attainments of the girls of the Second and higher classes in the several heads into which needlework is divided in the school programme may be set forth as follows:—Sewing fair, knitting extremely good, cutting out very middling. The marks awarded in this subject are, on the whole, not so high as they were some time ago. This does not indicate any falling off in the efficiency with which it is taught, but is due solely to the recent extension of the course of instruction. When the last revision of the programme was issued the female teachers anticipated insuperable difficulties in obtaining materials for working on, and they did not see what would be done with the finished articles in case material was procurable. There is, practically, no market in the locality for these articles. In my report for 1889 I referred to this state of affairs and pointed out the course which I thought the teachers

should pursue. Matters have turned out as I expected they would. In schools where the teacher can turn out well-made garments, &c., the girls are beginning to bring materials from home for family use—a custom which will prevail more and more as time goes on. I examined a school lately in which the Sixth Class girls said that the dresses they were wearing had been made by themselves under the supervision of the work-mistress. The Fourth Class girls, in some cases, appear, on the day of examination, wearing the pinafores which they have prepared as the specimen to be exhibited. Knitting is, in most instances, taught to the girls at home as well as in the school—hence arises their marked proficiency under this head. The instruction in cutting-out is efficient in only a few schools. The teachers, themselves are, as a rule, not well skilled in it. The new Industrial Programme has not met with a very favourable reception; scarcely 20 schools have adopted it. There are 55 schools attended by both boys and girls in the district in which there is no provision made for giving instruction in needlework to the female pupils.

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Mr. W. J.
M'Clintock.

The extra and optional subjects taught are—Music, Drawing, Book-keeping, Algebra, Geometry, and Mensuration, advanced Dressmaking, and the use of the sewing machine, and Physical Geography. Music is taught in 13 schools and drawing in 8. The proficiency in Music is not so high as formerly: this is owing to the late change in the programme. The tonic sol-fa system was introduced, for the first time, about fourteen months ago. Two teachers have presented pupils for examination in it; in one case the answering was fair; in the other, scarcely any progress had been made. The instruction in Drawing is not, on the whole, effective. The acquaintance of the pupils with the other subjects may be described as passable. Some of the teachers who are appointed to schools for the first time, immediately after undergoing a course of training, show a disposition to take up too many extra subjects. The result is that the pupils do not acquire a useful knowledge of the extra subjects taught, and their proficiency in the ordinary subjects is lowered.

Extra and
Optional
Subjects.

I am, Gentlemen, your obedient servant,

W. J. M'CLINTOCK.

The Secretaries,
Education Office.

Mr. HEADEN, B.A., District Inspector.

Belfast, N., March, 1892.

Mr.
Headen,
Belfast.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners the following report on the National Schools of this district, of which I have had charge since the 1st October, 1889. The district includes the northern half of the city of Belfast, the town of Lisburn, and the narrow strip of country extending westwards from the line of railway connecting Lisburn with Belfast to the shores of Lough Neagh.

Within this area there were 118 schools in operation when I took charge. Two of these—evening schools—have since become inoperative, but on the other hand, seven new schools with an aggregate average attendance of 800 pupils have been taken into connexion, so that at

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present there are one hundred and twenty-three schools in operation in the district. Of these, 89 are situate in the city of Belfast, 6 in the suburban villages of Ligoniel and Greencastle, 13 in the town of Lisburn, and 15 in the rural parts. Of the seven new schools referred to above, five belong to the city, and are built in localities where the population is steadily and rapidly increasing, and where their utility will be enhanced from year to year. Three of them—Duncairn Gardens, St. Paul's M. (2), and Mariners' Church (2)—are handsome and commodious buildings, erected at large and unparing cost, conducted by most efficient staffs, and in every way reflecting the highest credit on the local parties to whom their opening is due. Within the past two years also, the Lisburn Male and Female National Schools have been transferred from an old and unsuitable house to a very fine building that forms an ornament to the town, and another splendid house to supersede the premises at present occupied by York-street (2) National Schools in the City of Belfast is rapidly approaching completion. On the whole, this district is provided with excellent school buildings; none are actually bad, and there are, perhaps, fewer middling schoolhouses than in any other district in Ireland. The rural schools are suitably distributed, and solely and amply meet all the necessary educational wants; those in the city are also located where most needed, but I believe that a strictly administered scheme of compulsory attendance would necessitate the opening of additional schools in the more populous parts. The classification of these schools is as follows:—

- 116 Ordinary.
6 Convent.
1 Poor Law Union.

Within the year ended 31st December, 1891, 121 schools were examined for Results Fees in this district—1 by Mr. Fitzpatrick, D.I., and 120 by myself with the efficient aid from time to time of Messrs. Clements and Honan. One hundred and fifteen of these schools belong to the class described as ordinary, the other six consist of five Convent, and one Poor Law Union National School. In these 115 schools there are employed 70 male, and 45 female principals, and 32 male, and 171 female assistants, amounting in all to 318 classed teachers. Their description in the important matters of classification and training may be seen from the following table:—

Teachers.

| | Principal Teachers. | | | | | | Assistant Teachers. | | | | | |
|-----------------------|---------------------|-----------------|-----------------|-----------------|--------------|----------------|---------------------|-----------------|-----------------|-----------------|--------------|----------------|
| | 1 st | 2 nd | 3 rd | 4 th | No. Trained. | No. Untrained. | 1 st | 2 nd | 3 rd | 4 th | No. Trained. | No. Untrained. |
| Males, | 20 | 11 | 27 | 12 | 45 | 24 | - | 2 | 6 | 24 | 3 | 23 |
| Females, | 13 | 6 | 17 | 9 | 35 | 19 | - | 12 | 62 | 95 | 24 | 147 |
| Totals, | 33 | 17 | 44 | 21 | 72 | 43 | - | 14 | 68 | 119 | 27 | 170 |
| Total of all Classed. | 115 | | | | 115 | | 300 | | | | 300 | |

I consider this table highly satisfactory even for Belfast. Nearly one-half the principal teachers of the district rank in the First Class, and almost seventy per cent. of them have been trained in one or other of the recognised Training Colleges. The younger teachers are also actuated by the strongest motives of self-improvement. Every year I have a large number of applicants for admission to the July examinations with a view to promotion in classification or entrance to a Training College. Last year five such candidates were promoted to the First Class, and five others were promoted from Third Class into Second on very creditable answering in all cases. Very many of these teachers are reading quietly through the Royal University, and already a fair proportion of them are graduates; and I find that this, as might be expected, so far from interfering with their usefulness as teachers, heightens and increases it unquestionably. The university training engenders a spirit of study, enlarges their minds, fortifies them with intellectual resources, and keeps them out of grooves into which teachers of less liberal training invariably settle down. On the whole, the teachers of this district are a respectable and faithful body of public servants who, with few exceptions, discharge their duties with great efficiency, and who in general attain that success in their schools which zealous and devoted labour invariably meets.

In addition to the Classed Teachers enumerated above, 215 paid monitors were employed in these schools on the 31st December, 1891. Their standing in the service may be seen from the following table:—

| Year of Service. | No. of Monitors. |
|-------------------|------------------|
| Fifth, | 21 |
| Fourth, | 36 |
| Third, | 49 |
| Second, | 60 |
| First, | 49 |
| Total, | 215 |

These monitors constitute a large and important element in the teaching staff of the district. The above table shows that 66 of them are in their fourth or fifth year, and at this period their services are in general as useful as those of an ordinary assistant teacher. The others aid with proportionate efficiency in the instruction of the junior classes, and contribute largely to the maintenance of order and discipline in the schools. But the importance of this large monitorial staff does not lie chiefly in the utility of their present services as teachers. It lies rather in the fact that they are being trained for the profession in the best possible manner. Without at all animadverting on the unquestioned utility of the Training Colleges, I consider that the course of a monitor in a well conducted school is an apprenticeship that is best calculated to secure thorough efficiency and perfect fitness for the duties of teacher.

One hundred and nine of the monitors above enumerated have been appointed since I took charge of this district. In selecting candidates each year, I have invariably refused to recommend anyone who had failed in a single obligatory subject at the last Results Examination. The same care had, I believe, been exercised by my predecessor. The

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consequence is a body of monitors who, with scarcely an exception, apply themselves diligently to their studies, prepare with much care and neatness written exercises daily for their teacher, pass their annual examinations with credit, and at the end of their third and fifth years take large per-centages at the district examination. Last July, for example, 26 monitors of fifth year were examined on the programme of third class teachers, and only five failed to qualify, the others obtaining classification on very respectable answering. At the same examination, 37 monitors of third year presented themselves, all of whom except one passed creditably and were retained to complete their full service. The ordinary and extra instruction of these monitors in their schools, as might be expected from their success at examination, is attended to with the utmost fidelity by the teachers with whom they are serving; and on the whole, the opportunities they enjoy, and the general conditions under which they are employed are favourable beyond comparison. Unfortunately there is one serious drawback to this apparently very satisfactory condition of things. The supply is wholly in excess of the demand. A large proportion of those who finish their course every year, and who are turned out perfectly equipped for the office of teacher, never get employment as such in a school. What becomes of them I know not. This is a consideration for managers and teachers who are sometimes dissatisfied when unsuitable candidates are not appointed; and in asking for monitors it would be well for them at all times to forecast the probabilities of these young people getting employment as teachers hereafter.

Attendance

The average attendance at the 121 schools examined during the past year was 12,783.1, and the number of pupils examined for Results Fees within the same period amounted in the total to 12,684. These pupils were classed as under:—

| | |
|---------------------|--------|
| Infants, | 3,353 |
| I. Class, | 1,970 |
| II. " | 3,009 |
| III. " | 1,892 |
| IV. " | 1,454 |
| V. " | 932 |
| VI. " | 881 |
| VI. " | 425 |
| Total, ! | 12,684 |

Proficiency
of Infant
Schools.

Twenty of the schools are regularly organized Infant schools. These, with one or two exceptions, are taught with excellent efficiency. A few of them, as St. Enoch's and St. Mary's, are splendidly conducted, and give a training to the little children attending them that is a life-long blessing. At the Results Examination, besides testing the literary proficiency of the children, I hear them sing, and require the teacher to give them an Object or Picture Lesson, and to put them through a series of drill exercises in time to music. I am pleased to say that special attention has been given to these latter exercises during the past couple of years, and that the movements of the children are marked by much uniformity, taste and skill. Kindergarten up to the present is confined to the Convent schools, to which I shall refer later on.

Of other
Schools.

Having considered these twenty Infant schools, I shall now briefly describe the remaining 101 schools of the district. At the Results Examination of each of them, I invariably calculate the per-centage of passes obtained by the pupils (Infant class excepted) in the ordinary literary subjects of the Results Programme. I am accustomed to regard as *excellent* a school in which the per-centage of passes is 95 or upwards.

When the per centage lies between 80 and 95, I regard the school as *good*; between 70 and 80, as *fair*; 60 and 70, *middling*; and I invariably find that none but *bad* schools merit less than 60 per cent. of passes at Results Examination.

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The following table will show how the schools of this district take rank in this matter of per-centages :—

Mr.
Hewson,
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| Number of Schools. | Percentage of Passes obtained in Ordinary Literary Branches at Results Examinations. |
|--------------------|--|
| 17 | About 95 |
| 74 | Between 80 and 95 |
| 7 | " 70 " 80 |
| 2 | " 60 " 70 |
| 1 | Below 60 |

This is a record which Belfast North need not feel ashamed of. More than 90 per cent. of its schools are good or excellent, and the single bad school owes its unhappy notoriety to the circumstance of its having been the victim of successive changes in the teaching staff during the year preceding last Results Examination.

Regarding the Convent schools I feel bound to say that the extent and quality of instruction imparted in them, and the general efficiency with which they are conducted, are not surpassed by any other school in the district. And apart from the literary instruction given in these schools the girls receive a moral and social training that shapes their character permanently for good; while in no other school is the industrial training so important and essential to the girls that legitimately belong to our primary schools more carefully attended to, or with such direct purpose of practical utility.

Convent
Schools.

Before entering into detail regarding proficiency in the several subjects of the Results Programme there is another special class of schools to which I may refer. These are the mill schools, of which there are eighteen or nineteen in the district. These schools are mainly or largely attended by the class of pupils known as "half-timers." These children, who vary from 10 to 13 years of age, attend school on one day, and work in a neighbouring mill upon the next, their employment in the mill being dependent on their attendance at school. It is in many instances painful to notice their pinched features and prematurely aged look, as well as the precocity of their observations and general movements when left to themselves. I am informed that in not a few cases they are regarded by their parents as mere wage-earning machines, and treated as such, and in the majority of these cases the poor children never enter a school until they reach the age of 10 years, and get employment in a mill. Compulsory attendance, and the raising of the inferior limit of age at which such employment could be obtained to 11 or 12 years, would confer immense intellectual and physical benefit upon the society which these half-timers are destined to build in the future. In comparing the proficiency of ordinary and half-time pupils in these mill schools I have selected three types of school, in each of which the teaching is conducted with efficiency. In the first type both classes

Mill
Schools.

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of pupils were about equal in number, and at the Results Examination the ordinary pupils obtained 93.3 per cent. of passes, while the half-timers obtained only 84.3 per cent. In the second type of school the proportion of ordinary pupils was small—less than 20 per cent.—and in this case they scored 100 per cent. of passes, the half-timers scoring 91.7 per cent. In the third type the pupils were exclusively half-timers, and obtained at last Results Examination 97.6 per cent. of passes. These results lead to two conclusions of more or less interest, viz. :—first, when ordinary and half-time pupils are taught together in the same school the ordinary pupils, as might be expected, answer better on the whole ; and second, the more you eliminate the ordinary pupil and make the school exclusively a half-time school, the higher the proficiency this class of pupils will attain. In the matter of discipline there are just one or two of this class of schools in which more attention needs to be given in the way of counteracting the unfavourable effect of those external conditions under which the children are growing up, training them in the elements of politeness, in respect for the school and the teachers, ease and becomingness of deportment when marching, &c. Unless this is looked to seriously there is danger that instead of the teacher humanising the children, they will affect his character more or less permanently, with some of the roughness which savours of the mill.

Results
Programme In dealing in detail with the several subjects of the Programme I shall necessarily be brief.

Reading. *Reading*, first in importance, receives good attention, and has reached a fair standard so far as correctness is concerned. Little more is attempted even in the higher classes, though, I must say, the monitors in all the schools read with fluency, taste, and expression. Sufficient attention, however, is not given to repetition of poetry, which forms one of the best aids in the acquisition of a power to read well. The repetition in some cases is a mere rhythmic jingle, wanting alike in correctness and taste. On the other hand, however, there are a few schools in which the repetition of poetry receives an amount of attention that is very satisfactory indeed. I remember last November listening with great pleasure to the pupils of a Mill school not merely repeating but reciting their pieces with faultless accuracy, correct modulation, and great general taste. And of course the reading of this school was excellent.

Poetry. Explanation admits of improvement; but, on the whole, it is much better than I have found it in general in other districts. What I have to complain of in this regard is not so much that the children do not understand what they read, as that they fail to give expression to their own ideas upon it. The accident of living in a large city favours this power in the children here; but the teachers should facilitate its development by judicious and abundant questioning. The introduction of *platform exercises*, which constitute part of the course in many American primary schools, each child being required to read or recite or talk upon the subject of a lesson, or describe the incidents of a walk, &c., for five minutes in presence of his class and subject to their criticism, would largely help in this direction.

Writing. *Writing*.—This subject is well taught in all the schools. In one of them—Clifton Park Central—with an average attendance of 300 pupils, there is not a single bad writer, and the penmanship on the whole is better than that of any other school I have ever been in. This school carries off a large number of Mr. Foster's prizes every year. The writing of a letter which has to be considered in determining the pass

of Fifth and Sixth Class pupils is on the whole creditably done, so far as form, spelling, and freedom from grave errors of speech are concerned. The composition is generally indifferent; but this does not trouble me so much except in Sixth Class.

Composition as an art scarcely falls within the scope of the primary school; and the power, if ever acquired, comes in general only with the growth of years and the acquisition of ideas. The letter required from all classes, our Programme states, is a *short* letter, and what I expect in this exercise is appropriateness and accuracy of form, short sentences, and correct spelling and punctuation. I prefer greatly getting this even from a Sixth Class pupil, rather than a pretentious letter of the *Essay* style, in which neatness and accuracy of form are sacrificed to the laboured vanity of a few long-winded and often ungrammatical sentences.

Arithmetic and Spelling are carefully and successfully taught in this district, and scarcely invite further comment. Tables are, perhaps, a trifle too mechanical, and mental arithmetic receives insufficient attention.

Grammar.—This is the one subject that seems specially singled out for attack by the critics of our Programme both within and without. I shall not assert that it is simply perfect, but taken as a whole it is admirably graduated from class to class, and bearing in mind that it has been framed to suit the capacity and requirements of a primary school, it is as good as any other workable programme that could be devised. In Third Class the pupils are required to define and distinguish in an ordinary sentence the parts of speech. This is the *Alpha* of the subject, and it is admirably done in the schools of this district. The Fourth Class children are, in addition, required to know the etymological distinctions of number, gender, case, degree of comparison, mood, tense, &c. This is no doubt a large step in advance and forms the real *poins d'appui* of pupils in indifferently taught schools. But in general they get over it well in this district, and in many of the good schools I am able to pass almost every single pupil of Fourth Class in Grammar. In Fifth and Sixth Class the test is *syntactical parsing* of graduated difficulty. It has been urged against this section of the Programme that the time of Sixth Class pupils is wasted in unravelling idioms in the texts of Shakspeare, &c., instead of mastering the Rules of Syntax and applying them to the correction of prevalent grammatical errors. This charge is not wholly logical. No pupil can hope, I shall not say to unravel Shakspearean idioms, but merely to *parse syntactically* a sentence of moderate difficulty from the Sixth Book, without a more thorough knowledge of the Rules of Syntax than would enable him to correct prevailing grammatical errors.

This syntactical parsing is a fine intellectual exercise, almost the only exercise that requires the pupil at every step to *think*, and as it is wholly conversant with the mutual relation and dependence of words in a sentence cannot fail, in the hands of a good teacher, to make him acquainted with the grammatical structure of the language, and to arm him against every ordinary error of speech. In applying this test I invariably select my sentences from the Reading Book of the Class. I do so, because it ensures that parsing will be taught from this book, which is constantly at hand. By this practice, parsing and explanation mutually help each other, the exercise may occasionally be tacked on to a Reading Lesson, and there is little danger of the pupil being confronted at Results Examination with a sentence which he has never

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Arithmetic.
Spelling.

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Geography. *Geography* is on the whole well taught in this district; but I regret to say that the teaching is mainly confined to the parts of the programme which carry fees. In Fifth and Sixth Classes, for example, where the elements of Mathematical and Physical Geography constitute sub-heads of the subject, the knowledge of them is meagre in the extreme, and so far as it goes is merely rote knowledge. For example, a pupil who can *define* "latitude" glibly enough fails totally to *find* the latitude of, say Cracow, on the Map of Europe, which happens to be just on a parallel.

Needlework, &c. *Needlework*.—Since the introduction of the rule requiring all girls from Second Class upwards to give an hour a day to this branch, and the modifications in the programme simultaneously, the progress made in sewing and knitting in every school in this district without exception has been pleasing in the extreme. While some little murmuring was heard at first, all have now fallen in with the scheme, and it is most gratifying at Results Examinations to notice the great improvement in the work executed on the occasion, as well as its practical character, and to see in the hands of nearly every pupil from Third Class upwards one or more nice articles of dress or of household use made by herself during the previous year. I regret to say, however, that except in the Convent schools and one or two others, the Alternative Industrial Scheme for Sixth Class girls has not been adopted in this district up to the present.

Extra and Optional subjects. All the other subjects of the programme are extra or optional, and do not call for any lengthened notice. The following table will show the extent to which they are severally taught in this district:—

| Name of Subject. | No. of Schools in which taught. | Name of Subject. | No. of Schools in which taught. |
|-----------------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocal Music—Hullah, . . . | 69 | Sewing Machine and Dress-making. | 2 |
| Do., Tonic Sol-Fa, . . . | 10 | Instrumental Music, . . . | 2 |
| Drawing, | 67 | French, | 2 |
| Algebra, | 21 | Latin, | 1 |
| Geometry, | 12 | Physical Geography, . . . | 2 |
| Book-keeping, | 25 | Handicraft, | 1 |
| Girls' Reading Book, &c., . | 1 | | |

I shall refer briefly to one or two of these.

Vocal Music.

Since the 1st March, 1891, certain radical changes have been introduced in the programme of vocal music as taught on Hullah's system. These changes have all been in the right direction, and I am pleased to

say that the teachers on the whole have realised the practical improvement intended and taken up the new programme with much earnestness and with general success. In very few cases, however, have they as yet presented the VI. Class pupils for examination.

Drawing, as a rule, is well taught. The importance of this branch in a large manufacturing city like Belfast cannot be overrated. It forms the foundation of all technical training, and the attention which it receives in this district is therefore all the more gratifying.

Handicraft is taught in only one school at present. So far as I am aware only one other teacher in the district holds a certificate of competency to teach the branch. This appears strange for a district like Belfast. Perhaps it may be accounted for to some extent in this way. At present a teacher can obtain a certificate only by presenting himself for examination at the Central Model Schools in Dublin. This entails expense which few are willing to risk for a contingency. I would respectfully suggest that the same course be adopted regarding such candidates as that in force at present with candidates for certificates in music, viz., that the teacher present himself at the district centre in July for examination on theory, and that as soon as he forms a class and has been conducting it for some time, his practical knowledge of the branch be tested by the Inspector on the occasion of an incidental visit. It may be taken for granted that no teacher will undertake a class of this kind who has not a natural taste and aptitude for the work; and his theoretical knowledge can be searchingly gauged by a written paper. In the one school in which it is taught here the results are good. The pupils show much facility in the handling of tools; and learn to make a variety of useful articles, as stools, brackets, frames, &c., and they appear to take the greatest interest in the class.

Regarding *Accounts*, there has been no serious irregularity in the schools of this district since I took charge. Some trouble occasionally arises in connexion with the use of the Leave of Absence Book, but in no instance have I had to report anything that pointed in the least degree to falsification. The honesty and integrity of the teachers of this district are above reproach on this score.

On the whole I feel satisfied that the cause of primary education is receiving the attention it deserves from both managers and teachers here; and that few districts excel it in the practical work accomplished from year to year.

My official connexion with the district ceased on the 29th ultimo, and during the two years and five months I have been in charge I am glad to say that no friction of any kind affected my relations with manager or teacher in a single instance.

I have the honour to be, gentlemen,

Your obedient servant,

W. P. HEADEN.

APPENDIX C.
Reports on
State of
Schools.

Mr.
Headen.
Belfast.
Drawing.

Handicraft.

Accounts.

Appendix C.

Reports on
State of
Schools.Mr. W.
Pedlow,
Newtown-
ards.

Mr. W. PEDLOW, B.A., District Inspector.

Newtownards, 5th March, 1892.

District. GENTLEMEN,—In accordance with instructions, I beg to submit to you a report on the state of National Education in this district, which includes the whole of the Ards peninsula, extends from Newtownards to Bangor and Belfast towards the north and west, to Comber and Killinchy towards the south and east, and takes in the Ballymacarrett portion of Belfast. The country is hilly, but not mountainous, fertile and well cultivated. Some of the towns are good manufacturing centres, where the people easily find employment, and command good wages.

Work. The number of schools under my inspection is 133, which includes one Model School having three departments, and one workhouse school. From the last official returns furnished, I find that the average attendance was 11,223·7, or 84 per school. The number of teachers is 279, and of monitors and pupil-teachers, 168. I examined during the Results year, just ended, 11,942 pupils. It will thus be seen that the average attendance and the number of pupils examined approximate very nearly to each other.

Education advancing. Although I shall have to refer to disappointing results in some portions of the school curriculum, it gives me pleasure to state that primary education is not at a standstill, or going backward, but rapidly improving, and its beneficial influence more appreciated, although local obstacles constantly arise.

Training colleges. The Training Colleges have made their work already felt, and the teachers who have passed through these institutions, as a rule, know how to draw out the mind, to make thought a habit, to command attention, and to estimate aright the benefits of good discipline and order. It is a matter of regret, however, that of the 279 recognised teachers referred to, only 94 are trained.

Obstacles to progress. The impediments to progress are small rural schools, and consequently, small salaries, changes in teaching staff, irregular attendance, and the depopulation, to some extent, of the country, caused by the almost complete disappearance of the labouring classes, who have gone to towns where constant employment can be secured, and the consequent detention at home of the children of farmers to partly take their place, and the complete withdrawal of those children from school at an early age.

Causes of irregular attendance. In the year 1891 there were changes in the staff of 39 schools, the attraction being chiefly to Belfast; and thus through removals, the country is deprived of talented teachers, to whom it offers too small a field for labour. Irregular attendance is caused chiefly by neglect of parents, neglect of teachers to visit parents, spring and autumn farm work, severe weather, markets and fairs, and at seaside places, by the visits of strangers.

I know myself, and have been informed by managers of large schools and by others, that in parts of my district there are many

children who have never entered a school door, waifs and strays neglected at home, and allowed to spend their time in the streets. Children are sometimes kept from school, and sometimes changed from one school to another through pressure for fees. In poor localities, the fees should, I think, be almost nominal. In a part of my district, regularity in attendance has been encouraged by what is known as "Browne's prizes." A short time ago, the teacher of the largest school receiving this aid, informed me that the stimulus thus offered made the difference between his number on rolls and his average attendance to be less than two per cent. Practically, every child of school-going years attended school. Now as regards my district generally, the number on rolls, according to latest statistics, is 16,483.1; the average attendance, 11,223.7, or 68 per cent. It will thus be seen that 32 per cent. of school-going children are daily absent, and this does not include the absolutely neglected class, under no educational control. When a prize, trifling to each individual through its distribution to many, can secure such regular attendance as I have pointed out, it requires, I think, little forethought to prophesy, in this locality at least, a hopeful future, free from friction, for compulsory attendance.

Appendix C
Reports on
State of
Schools.

Mr. W.
Padlow.
New-
towards.

School Houses. With one exception the buildings are good and in good repair. Application to the Commissioners has now been made for a grant to partly supersede the one bad school-house. At nine large schools in the Ballymacarrett portion of Belfast the accommodation is insufficient, and in that locality the population is likely to increase rapidly, through the extension of ship-building. Additional houses must, in the near future, be built, and I hope that as much consideration as possible will be given to the selection of sites, so that they may be in healthy places, and of sufficient area to allow ground for recreation and out-offices. The defects of the school-houses in this part of my district are, want of play-ground, proximity of water-closets to main buildings, and of the schools themselves to the streets. I have nothing to complain of with reference to suburban school-houses, or houses situated in the country. The want of grounds on which to indulge in outdoor amusements for half an hour daily, is much felt, and has given rise to irregularities. The pupils at play hour are turned out on the streets, and as they live convenient to the schools run home for dinner and sometimes do not return. Trouble is thus caused to all concerned, by sending for absentees, by checking attendance in the evenings, and by cancelling incomplete attendances in all school records. In some cases the teachers themselves set the example by going home for dinner in the middle of the day, but this breach of rule has now, so far as I know, been discontinued. Another disadvantage of this abuse of the play hour is, that the physical training of the child does not receive, at the hands of its instructors, that consideration which its importance demands. In the almost complete absence of technical labour, sports of the different seasons, such as are derived from the gymnasium, hall alley, skipping rope, swing, &c., might be supervised, directed, and encouraged by the teachers. This is not done. If it were, the exercises would induce health, increase the love for school, and banish the tendency to run home for a hasty meal which can invigorate neither mind nor body. At the play hour the pupils have opportunities of forming acquaintance-ship, of mixing with one another, of finding out whom they like, and those whose tastes correspond with their own, and of cultivating the friendships which, in mature years, tend to make life happy.

Accommo-
dation
insufficient.

Irregulari-
ties through
want of play
grounds.

Physical
training.

Appendix C.

Reports on
State of
Schools.Mr. W.
Pedlow.
New-
townards.Incomplete
attendances.Dual
attendance.

Accounts.—I rarely find mistakes in school accounts at Results Examinations, and since my appointment to this district I have not discovered any attempt at fraud or dishonesty. The only matter to which I repeatedly directed attention, both in schools and in reports, is the cancelling of incomplete attendances. The Board's practical rule on this subject has been frequently violated, and the Leave of Absence Book is too carelessly kept. Incomplete attendances are, no doubt, somewhat troublesome, but two roll calls would be more so. A morning and evening attendance, with from one to two hour's intermission at mid-day, might suit some town schools, where the artisan and labouring classes abound. Children could thus take dinner at the same time as their parents, and would, to a greater extent than at present, be under school or home influence, and less in public thoroughfares without control. The school day divided would not, I believe, gain general favour, or if allowed, be much utilized.

Teachers.—I can speak of the teachers generally as a body of public servants who discharge their duties conscientiously, some of eminent ability as school-keepers, the majority good, and a few middling or inefficient. Their classification is as follows:—

| Class. | Male Principals. | Female Principals. | Male Assistants. | Female Assistants. |
|-----------|------------------|--------------------|------------------|--------------------|
| I., . | 17 | 8 | — | 1 |
| II., . | 17 | 16 | — | 4 |
| III., . | 24 | 18 | 12 | 55 |
| IV., . | 18 | 13 | 16 | 57 |
| Totals, . | 81 | 52 | 28 | 117 |

Female
Assistants.Third Class
Teachers.Difference
in Teachers.

It will be seen from the above Table that the majority of the assistants are females, and my experience has led me to conclude that in schools where junior classes are large, they display more tenderness and care than male assistants, and in mixed schools for young pupils they are in every respect more suitable. The number of teachers in First Class is yearly becoming more numerous, and the number in Third Class rapidly diminishing. Third Class teachers long in the Board's service are usually unskilful, and the most of those whom I characterise as inefficient belong to that class. It is sometimes surprising to me to find that managers entrust to teachers of the lowest class important schools. Possibly there are few lines of life where the difference between skill and the absence of it is so marked, so wide, as in teaching. To some it is a natural talent and a work of love, to others a work of constant drudgery and discontent. Managers I am afraid do not generally understand the marked difference between the one class and the other, between the excellent moral tone and preparation for success in the struggles of competition afforded by the one, and the impediments to progress caused by the other. Perhaps this distinction might be made plain by comparing results in good schools with those in others which are poorly taught. I shall take as an example three of each class, all close to one another, and attended by children of the same social position.

The figures stand thus :—

| — | Percentage of Passes in three good schools. | Percentage of Passes in three middling schools. |
|------------------|---|---|
| Reading, . . | 99·3 | 79·5 |
| Writing, . . | 100 | 96·1 |
| Arithmetic, . . | 98 | 88·6 |
| Spelling, . . | 99·3 | 85·3 |
| Grammar, . . | 94·1 | 43·4 |
| Geography, . . | 98·3 | 47·3 |
| Number examined, | 536 | 593 |

Appendix C

Reports on
State of
Schools,

*Mrs. W.
Fellow,
New-
townards.*

The difference I have pointed out in above lists are not exceptional. I could group others together similarly with equally striking results. It is now within the power of any manager, who can exercise judgment and care in selection, to obtain for a medium sized or a large school a good teacher, yet whilst this is so, some medium and poor teachers have charge of large schools. The Examination Rolls and the School Minutes furnish information on which to base an opinion as to the success or otherwise of an applicant for an appointment who had previously charge of a school.

The teachers' returns give the average incomes of principals for last Results year as follows :—

| — | Males. | Females. |
|---------|----------|----------|
| | £ s. d. | £ s. d. |
| I., . | 179 10 6 | 133 10 3 |
| II., . | 107 7 8 | 103 0 10 |
| III., . | 100 2 0 | 83 10 8 |
| IV., . | 71 10 0 | 61 13 2 |

Salaries

The salaries of assistants are low. They very rarely get any share of school fees. I am glad, however, to know that steps are now being taken to improve their position.

Proficiency.—Nothing gives so good an idea of the educational state of a district as the per-centage of marks in each subject taught tabulated for its schools. I have made the tabulation from marking papers, and shall submit the result. After coming here between two and three years ago from the extreme south of Ireland, I was repeatedly questioned as to the state of schools there; so it would not perhaps be uninteresting to give statistics made out by me in 1888 for my then district at Dunmanway, county Cork, and statistics similarly made out for my present district.

*Results in
different
districts.*

Appendix C. The figures are as follows:

Reports on
State of
Schools.

Mr. W.
Pedlow,
New-
townards.

| | Percentage of Passes in Newtownards District, Year 1891-2. | Percentage of Passes in Dunmanway District, Year 1887-8. |
|-----------------|--|--|
| Reading, . . | 912 | 935 |
| Writing, . . | 968 | 989 |
| Arithmetic, . . | 863 | 914 |
| Spelling, . . | 68 | 941 |
| Grammar, . . | 752 | 867 |
| Geography, . . | 729 | 821 |
| Agriculture, . | 549 | Not tabulated. |
| Needlework, . | 386 | do. |

A glance at the above table will show that the schools in my late district were better taught. My calculations apply to 114 schools in Newtownards district, and 87 in Dunmanway district.

Reading.—Except in a few schools, intelligent reading is not aimed at, the articulation is distinct, the pronunciation fairly correct, but pauses not observed, and the style monotonous. Many teachers do not comprehend that this subject, like singing, is learned by imitation. Since I came to Newtownards I never heard, unless by special request, a teacher read as an example for the pupils. I have encouraged simultaneous reading in all schools in which there are class rooms, and in Infant Departments. The Principals of some large schools, who introduced this exercise at my suggestion, afterwards informed me that it was most beneficial. I find explanation sadly neglected. The meaning of a difficult word may sometimes be known, but the phrase in which one occurs can rarely be explained. I attribute this solely to neglect. The subject is not paid for, and consequently passed over as lightly as will escape censure. Object lessons are a suitable introduction to it, and should form part of the daily work, where junior pupils are numerous, for infants first and second classes. The programme requires "appropriate exercises" for infants, and I know none more suitable than object lessons. The Graphic Illustrations of Animals and Oliver and Boyd's cards are excellent for the purpose, as they suggest the lines on which instruction should be imparted. I have advised, also, the selection of subjects from the Second and Third Books, and where this was done, improvement in explanation was discernible. Poetry in many schools forms a part of the home lessons, and can then usually be neither repeated nor read correctly. It is difficult for a child to commit to memory what it cannot fluently read and does not understand, and it is exceptional to find these two difficulties surmounted in school before the task of repetition is set.

Writing.—This subject is good in junior classes, and middling in senior classes. Short pencils for slates have been completely abolished, and pupils rarely hold their pens improperly. With excellent preliminary training, one naturally asks, why are boys in advanced classes not uniformly good writers. The headline copies and want of supervision account for want of progress. The guiding lines, parallel

Simul-
taneous
reading.

Explana-
tion.

Object
lessons.

Poetry.

Head line
copies.

and horizontal, make the work easy at first, and on their removal, the child begins to experience difficulty. It is then that supervision is most essential. These guiding lines are excellent for the beginner, but should be discarded, at least when a pupil enters the Fourth Class. I have noticed that those who wrote well with these mechanical aids, in a couple of years afterwards, when they had been given up, wrote indifferently, the letters often being of varying size, slope and thickness. Another obstacle to success, is the publication of copy books containing many different styles of writing. The inexperienced teacher has usually three or four series of books, and his pupils imitate none of them. The good teacher confines himself to one or two. I have noticed also that bold handwriting or thick down and light up strokes are generally unsuitable. Copies are often placed in the hands of children, which require for the imitation of the down stroke, a physical force pressure, and I have not even once seen this properly done. The suggestions I beg to offer are, that transcription on plain ruled copy books form the test for writing in Third and Fourth Classes, and that the fourth, in addition, be required to write a simple letter on a subject taken from a list selected by the teacher. The production of the headline copies, written during the year, guarantees that they will not be neglected, and composition has immensely improved since the introduction of letter writing into Fifth Class.

Appendix C.
Reports on
State of
Schools.

Mr. W.
Pellam.
New-
townards.

Different
series of
copy books.

Letter
writing.

Arithmetic.—This branch is alike popular with teachers and pupils, and possibly receives more time and attention than its importance merits. The results are generally satisfactory, and the test questions worked neatly and accurately. Whilst mere pass marks in reading are numerous, in arithmetic they are very few. There is one notable defect, which I pointed out in a former report, that is, want of practice at oral work. By that I mean easy mental calculations, which a boy who had left school might be expected to perform readily and correctly. The only other defect worthy of notice is the want of a thorough knowledge by rote of tables in junior classes. Finger counting has received a bad name and is rarely seen, but lip counting and other concealed methods equally objectionable take its place. The whole trouble arises in the First Class. If the addition tables be thoroughly known, as the child advances all the others will be found easy.

Mental
Arithmetic.

Tables.

Spelling.—I can only give faint praise to the manner in which this subject is treated. The junior classes usually acquit themselves creditably, but in senior classes, the dictation is rarely without two or more mistakes, and what is worse, the letters are seldom free from misspelled words. An examination of exercises frequently discloses that the errors have not been corrected, and thus the erroneous spelling is impressed on the pupil. Reading and spelling go hand in hand. Where the one is good so is the other, and the pupil who merely passes in reading often fails altogether in spelling. That there is room for improvement in the former subject, I have pointed out, and that the teachers of this district should endeavour to improve the latter is manifest from the fact, that the failures in it last year amounted to 35 per cent., or nearly 30 per cent. more than in my previous district, when I made the calculation, although the tests were practically the same. This subject takes time to treat well and it could be improved by raising the standard for a pass mark and raising the fee at the same time.

Dictation.

Improve-
ment
necessary.

Grammar.—This is a subject for thinking, and for thinking only. Memory work in grammar assists the pupil very little, and the same may be said of explanation. They, too, go hand in hand, and the child who grasps the subject matter of the lessons well, seldom fails to parse

Appendix C. correctly. The mistakes prevalent in the teaching of grammar are the repetition of rhymes without thought as to their application, and placing too much dependence on home lessons consisting of the committal to memory of paragraphs of text books in large type, which are not always understood. The rules of Grammar and the text books are certainly of use to senior pupils, and it is no harm to have passages committed to memory whilst the memory is fresh, and when it can easily be done, but intelligent answering at an examination depends on intelligent oral teaching in school, not only of grammar but also of explanation. I would like to see the practical use of parsing applied to writing and speaking correctly. In second stage of Fifth and Sixth Classes the programme might be made easier and perhaps more beneficial by the introduction into it of "The correction of errors frequently made in speaking and writing." The letters of pupils abound in grammatical mistakes, and one notices not so much the many errors, as the frequent occurrence of the same error, and provincialisms. Generally, failures are not numerous in grammar, but it is only in good schools under skilful teachers that the answering is creditable.

Map work. *Geography.*—This is an attractive subject and well attended to, except in Sixth Class. The maps are so excellently coloured, and the physical features so carefully marked that the work of the teacher is easy. In all schools the maps are in constant use in conjunction with the text books, and thus the memory is aided by the mind's eye picture. Some years ago the maps were not nearly so much used as at present. The programme now requires them, and I hope an extension of it will definitely specify "incomplete" or "blank" maps for senior classes.

Teachers had Agriculturalists. *Agriculture.*—It is astonishing to find that, in admittedly one of the best cultivated counties of Ireland, the theoretical knowledge of agriculture is practically despised. In every school where it can be avoided it is not taught, and where it is taught the teaching is, with few exceptions, poor. Theory without practice does not suit, and the knowledge of the teachers is I am afraid mostly theoretical and shallow. They dislike agriculture because of their limited experience at it, and blame the text book where they should probably blame themselves. As a proof of their imperfect knowledge of this subject, I shall compare their average answering in it with their answering in arithmetic at last July Examination—

| | Average percentage of answering in Arithmetic. | Average percentage of answering in Agriculture. |
|--------------------------------|--|---|
| TEACHERS. | | |
| Candidates for 2nd Class, . | 88½ | 88½ |
| MONITORS. | | |
| Candidates for 3rd Class, . | 89½ | 80½ |
| PUPIL-TEACHERS. | | |
| Candidates for 3rd Class, . | 88 | 86½ |
| Monitors of 2 years service, . | 89½ | 49½ |

With pupil teachers under my direct supervision the attention to agriculture, which its importance merited, could not be shirked. When the answering of the teachers themselves in this subject is considered, it is not difficult to account for failures of pupils in the schools amounting to over 45 per cent.

Needlework.—Since it became compulsory to devote one hour daily to needlework, the pupils have become much more expert with their fingers, and have time not only to learn to sew, but to make useful garments for themselves. I am glad to find an almost unanimous expression of feeling on the part of female teachers that the extension of time was desirable and is profitable. Already the improvement is felt, and gives a satisfaction to parents which is likely to increase.

Extra and Optional Branches.—The Extra and Optional Branches taught are Music, Drawing, Book-keeping, Algebra, and Geometry. Very few schools have Geometry, but Algebra is a favourite subject. The change of programme in Music has made the teaching of it more practical and more useful. I have been told that it is a severe test to make pupils sing alone. If they are made do so when very young, it is easy, and hashfulness never occurs to them afterwards. If they sing alone in school, they will do so at home. In the Infant Department of the Newtownards Model School, with an average attendance under seventy, at least twenty can sing solos. The pupils presented for examination in Extra and Optional Branches are usually well prepared.

Suggestions.—I shall conclude this report with a few suggestions bearing on defects, and especially applicable to my own district. I have brought prominently under notice that the love of school should be fostered at a very early age; that in infantile life learning should be a pleasure, not a task, free from anything laborious, either physical or mental. Action songs, calisthenic exercises, drill, and object lessons contribute to make the school a happy place. These supplements to the daily routine should not be neglected, where they can be conveniently taken up. Regularity in attendance is thus encouraged, and it is the love children have for school that makes parents desirous to send them to it. Too much importance is attached to home lessons, and they are occasionally set without judgment. It gives children a dislike for school to give them home tasks which they cannot accomplish, and I have frequently seen this done. Good teachers depend almost wholly on the work done in school, and not on the work done outside of it. I do not mean to discourage the setting of home lessons, but to suggest that they should be easy, such as can be mastered without assistance, a repetition of what is already learned in school, and not a breaking of new ground. The success of a school depends mainly on the success of its junior classes, and it should be the aim of all teachers to have no failures and no mere pass marks in these classes. The frequent occurrence of one or the other denotes mediocrity, and for either there is no excuse except lengthened absence of a child before inspection. If the juniors are thoroughly taught on their promotion from class to class, their previous groundwork will make easy the way for a more extensive course, and they will learn from one another. The programme for all classes is well defined, so, too, the work attempted should be limited, as its usefulness depends more on quality than quantity. An examination roll with no failures, and no extras indicates a better school than one composed of a mixture of passes and failures in both ordinary and extra branches. With regard to these extra subjects I am glad to be able to state that where they were indifferently taught they have been

Appendix C.

Reports on
State of
Schools.Mr. W.
Pedder.
New-
townards.Failures of
pupils.

Improvement.

Singing.

School
exercises.Home
lessons.Thorough
work in
junior
classes.

Appendix C.

Reports on
State of
Schools.Mr. W.
Pedlow.
New-
townards.The school
day.

abandoned. In the majority of schools secular instruction lasts for only $4\frac{1}{2}$ hours, of which one half-hour is for recreation. In rural localities, and in severe weather, unpunctual morning attendance is not uncommon, and thus the school day is shortened. The time for all literary subjects is, therefore, limited, especially as industrial subjects occupy at least one hour daily. It would not, I think, be too much for managers to expect 4½ hours secular instruction daily, exclusive of play time. This would not press unduly on teachers, or compare unfavourably with the time that must be spent at other employments. In Cork, want of punctuality in the dismissal of pupils was a common fault. I repeatedly met them returning home after five o'clock in the evenings. Here they are dismissed even before an examination, in accordance with arrangements of time table, and this is, no doubt, as it should be. In some schools the hours are long enough, but in others an extension of them might reasonably be expected.

Conclusions.

I take this opportunity of testifying to the readiness with which teachers have endeavoured faithfully to carry out suggestions given to them, and of thanking them for their honest efforts at all times to facilitate my work at Results Examinations. They have always discountenanced improper practices of any kind, have inculcated a healthy moral tone, and by their excellent conduct have set an example well worthy of imitation.

I have the honour to be, gentlemen,

Your obedient servant,

W. PEDLOW.

The Secretaries,

Education Office, Dublin.

Mr. J.
Murphy.
Enniskillen.

Mr. J. MURPHY, District Inspector.

Enniskillen, March, 1892.

Supply of
Schools.

GENTLEMEN,—In compliance with your instructions, I beg to lay before you my second general report on the state of National Education in this district.

Since my last report—furnished two years ago—no change has taken place in the area of Inspection work. There are now 150 schools in operation, including one Model School with male, female, and infant departments, one Convent School, conducted by classed teachers, and two Workhouse Schools. Three new schools have been taken into connexion since 1889, while, on the other hand, the Enniskillen Male and Female Schools have been amalgamated, owing to a fall in the attendance.

Two good Vested Schoolhouses have taken the place of bad houses, and another is in course of erection, bringing the number of Vested Schools in the district up to 48.

The supply of schools is more than adequate to the requirements of the district and the majority of them are small. The average annual attendance for the year 1891 is the same as in 1889, viz., 40.

Irregular
Attendance

Notwithstanding the great facilities afforded, parents are, I am afraid, as careless as ever about sending their children to school. A large number on the rolls are never examined, or are examined only

every two or three years. Many are sent to school during the winter months only. A large proportion of the pupils examined make merely the qualifying number of attendances. A hundred attendances are amply sufficient to secure good answering, if made in the latter part of the results year, or if fairly distributed over the year; but a child, who has made the greater number of these attendances early in the year and is absent during the last two or three months, cannot be expected to show a high proficiency at the examination.

The teachers at present, in charge of schools, are classified as follows:—

| I. | P. | II. | III. |
|----|----|-----|-----------|
| 2 | 11 | 72 | 86 = 171. |

Appendix C.
Reports on
State of
Schools.

Mr. J.
Morphy.
Keshikillen

Classifica-
tion of
Teachers.

As I remarked, in my report of 1889, the process of class promotion is very slow, and a comparison with that report will show little change during the last two years. Trained teachers, however, are gradually taking the place of the untrained, and, in this way, classification is being slowly raised; but improved classification is not the chief end of training, and will benefit none but the teachers themselves, if not attended by increased efficiency.

Good organization, improved discipline, scientific method, these are the things looked for from trained teachers; and, if we do not get these, we get nothing. Successful programme-pounding is not education. The value of the year's work depends not so much on the knowledge imparted as on the method in which instruction has been given.

Organiza-
tion,
Method,
&c.

The results year is too often made a mere preparation for an examination, and, in this aspect—which is sometimes painfully prominent—the real meaning of school life is lost sight of. The regularity of the daily routine; the marshalling of classes, at fixed times, on a definite plan; the methodical ordering of thoughts and ideas, at first vague and confused; the slow and gradual development of the subject of instruction; the word of command and the ready response to it; the quiet and cheerful atmosphere of the school day; and the steady inculcation of sound moral principles implied in the discipline pervading the whole; herein lies the real essence of education in our schools; and, it is only in so far as these points are attended to that good educational work can be said to be done. It is because I have noticed a considerable failure in this direction—even in the case of trained teachers—that I have ventured the above remarks.

The monitorial staff is small, and I have no very high opinion of its usefulness in this district.

Monitorial
Staff.

Candidates are few, and it is the exception to meet with one that is well suited for the post. Of 29 monitors, who have finished the full course within the past four years, 11 are appointed to schools, 4 are in training, and the remaining 14 are, with one or two exceptions, lost sight of.

In my remarks on the proficiency attained in the several subjects of the Results programme, I would wish to make all allowance for irregular attendance.

I cannot find much fault with the proficiency in reading. It is often more satisfactory in the higher than in the lower classes, where it is not unusual to find little attention given to phrasing and punctuation. Teachers are sometimes unwise enough to allow the slate-pencil or finger as a guide to the reader—the eye is thus fixed upon one word instead of being in advance of the reading, and the result is an absence of smoothness and a halting style. An un-

Reading.

Appendix G. natural emphasis of the article is a strange and unmeaning feature in the lower classes. "The cat bit a rat," is read "They cat bit ah rat." Teachers often fall into the same mistake when reading for dictation; a mistake for which they suffer, as the-s and they-s become hopelessly confused.

Mr. J. Murphy. In some schools the subject matter of the class books is intelligently explained, but not in many. Where failure occurs in this respect, it is to be attributed to neglect and nothing else. Now that boys and girls part company, practically, when they reach sixth class, a need seems to be felt for a revised set of reading books for this class: an advanced Girl's Class Book, suited to the requirements of the Industrial Programme, and a Boy's Class Book, combining good literature with useful information.

Penmanship. A very fair proficiency is attained in penmanship, without any great effort on the part of the teacher. The copy-book exercises are sometimes slovenly and poorly written, even where the penmanship of the headline copies is good. Where this is the case, the good writing is not permanent. To ensure a lasting good hand, everything written must be written not only with care, but also in the higher classes, with due rapidity. Free smooth handwriting I do not often meet with.

A year—and an important one—is often wasted by not bestowing sufficient care on the writing of First Class.

Letter Writing. An improvement is being slowly effected in letterwriting. It is only by insisting on the necessity of constant attention to the subject that I can induce teachers to give it the care it requires. The letters written during the year are too often mere transcriptions; punctuation is neglected; supervision is superficial and altogether incomplete.

I have suggested the following plan to teachers, and I think it a good one:—The skeleton form of a letter is first learnt from one of the letter copybooks on the Board's lists. This done, an exercise book is set apart for letters only. The teacher gives a simple subject, suggesting the manner in which it may be treated and enlarged upon, and adding such help as will induce pupils to write freely and fully. The pupil writes his letter on the left-hand page of the copy-book, and the teacher in due time proceeds to supervise. Faulty construction, verbal errors, and punctuation, will need to be corrected, and this is done most carefully in the presence of the pupil, who then writes out on the opposite page the letter as corrected and amended by the teacher. The errors will be found to be few but universal, and, as I said in my last report, a list of the grammatical mistakes and faulty modes of expression most frequently met with should be drawn up, and the necessity of avoiding them constantly impressed upon the young writers.

Arithmetic. I have no special remarks to make on the subject of arithmetic. It is the most difficult of the three essential subjects; and teachers, recognising this, give a large amount of attention to it, and, as a rule, teach it well.

Spelling. The proficiency in spelling is fair. Where dictation is properly attended to and carefully supervised, the spelling is good. Where, on the other hand, dictation exercises are carelessly executed and have received little or no supervision, I invariably find bad spelling.

Grammar. The answering in grammar is not good as a rule. Very often little care is bestowed on the selection of passages for parsing. The first paragraph that meets the eye of the teacher is taken, and the class parses on till time is up. An enormous amount of time is thus wasted, and children are confused by coming across difficulties beyond their

comprehension. Analysis of sentences might, with advantage, be introduced into the programme for second stage of Sixth, as a mental exercise is, in my opinion, far more valuable than parsing obscure passages from Shakespeare. Appendix C.
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Geography is very fairly taught in Third and Fourth Classes, and in first stage of Fifth; but the higher classes do not often show a creditable proficiency. There is no reason why the second stage of Fifth should not know Ireland thoroughly after studying it for three years. Mr. J.
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Geography.

The instruction given in agriculture is poor and ineffective. When good results are secured, it is nearly always at the sacrifice of a vast amount of time and labour: the text-book is, practically, learnt by heart. Agriculture.

Extras are seldom taken up, but I have, occasionally, to examine in drawing, algebra, and geometry. The proficiency in the last two mentioned subjects is seldom high, but, where drawing is taught, the results are generally satisfactory. I think the blackboard might be used more than it is at drawing lessons, especially with elementary classes. The shading required from Sixth—second year—is almost always a failure. The same pencil and the same point appear to be used for sketching in the outline and for shaded work. I am surprised that drawing is not more extensively taught. Every trained teacher should endeavour to secure a certificate of competency to teach it, and managers should insist on its being taught whenever the teacher holds a certificate. Extras.
Drawing.

Kindergarten has been introduced lately into the Enniskillen Convent Schools, and with success. It should take the principal place in the programme of every Infant School. The first scene of a child's school-life should be ablaze, so to speak, with pictures and toys: colour everywhere, and the dull black and white of the text-book tabooed, or nearly so. All should be life, and motion, and variety, and cheerful song, while the literary business should be kept as far as possible in the background, cunningly concealed under the pleasant sing-song of simultaneous repetition. Kindergarten.

Vocal music—staff notation—is taught in the Model School and in the Enniskillen Convent School, and an attempt is being made at tonic sol-fa in one school. The district is, I may say, destitute of musical taste and talent. When it is remembered that the National School is the natural nursery from which choirs are recruited throughout the country, it is hard to understand why managers give so little encouragement to the introduction of music into their schools. Vocal
Music.

I have not had much opportunity of observing the working of the Revised Hullah Programme. It is more practical than the old one, but it stops short just where I should like to see it advance, viz., at sight-reading. The exercises in Thirds, Fourths, Fifths, etc., should be used, in my opinion, merely as material for simple exercises in reading at sight, for, as vocal exercises in themselves, most of them are unmusical, and some of them are uselessly difficult.

Needlework is well taught as a rule, but slow progress is made in cutting out. It is now more than two years since the Industrial Programme for girls of Sixth Class was introduced, and I am greatly disappointed with the way in which it has been received. The innovation is, of course, a large and important one, and that it has met with a certain amount of disfavour is not much matter for surprise. No complaint can be made, at any rate, on the ground of compulsion. Needle-
work.
Alternative
Scheme.

In a large number of cases managers have asked that the rule relating to the alternative scheme be dispensed with, and I am not aware of any

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instance in which the request has not been granted. At present the scheme is in operation in only twenty-two schools in the district. Dispensation should extend, I think, to one Results year only, and he liable to withdrawal, if on a full consideration of the circumstances of the school and the progress of industrial instruction throughout the country, the Commissioners should see fit to enforce the compulsory rule more strictly. In mixed schools the objection often comes from the male principal, who is opposed to any rearrangement of work that will reduce his proportion of results fees; but more frequently the teacher of needlework feels herself incompetent, and shirks the task of preparing herself for new work. I am often told that parents are unwilling to leave their children at school merely to learn needlework. This is a prejudice which must be quietly combatted; it is partly a reflection of the teacher's own sentiments. Much will be looked for from trained teachers, who have now an opportunity of first class instruction in the new programme. Might not a scheme be arranged by which two or three of the most competent industrial teachers in each district could give instruction occasionally—on Saturdays say—to their fellow-teachers at a small remuneration? Model schools might be used for the purpose, and thus become real centres of usefulness.

The special branches almost universally taken up are dressmaking, knitting, and crocheting; and it is very satisfactory to see the number of knitted and crocheted articles, such as caps, gloves, petticoats, etc., which a few girls are able to show as the result of a year's work. Dressmaking is not a success so far, but time and constant attention to cutting out will do much.

Some good Mountmellick work is done at the Enniskillen Model School, which shows a good example in this respect to the district. A good deal of sprigging is done in parts of North Fermanagh; and teachers in these parts tell me that girls leave school at an early age in order to earn money in this way. I do not see why this work could not be done as well or better in the National School, with the extra advantage to the young worker of a literary training. In Kiltyclogher straw hottle-case making is a special industry, which, under Class B-8, could without difficulty be carried on as a part of the Industrial Programme.

Handicraft is taught in one school. This subject can be carried on with success in large schools only, where the organization is good and the accommodation suitable. To be of any practical use, lessons in handicraft should be as carefully arranged and graduated as other lessons, and the work of each individual of the class should proceed on a definite plan. An hour devoted to methodless tinkering and pottering is an hour lost.

Drill.

I am strongly of opinion that drill should take the precedence of handicraft on our programme; in fact in schools where the latter subject is taught, there is a special need for something of the kind. It is a more important matter to expand the young chest, to straighten the limbs, and train them in their movements, than to secure any amount of handiness by occupations liable to cramp the physical frame. Drill should be a part of the programme for the day in every school; a few simple exercises could be performed even in the smallest school, while a more elaborate system might be carried out where attendance and organization permitted.

Technical
Instruction.

The question of technical instruction has acquired some prominence, and there seems to be every willingness on the part of the Commissioners to foster and encourage all efforts in this direction. I look upon the

alternative scheme for girls of Sixth Class, the scheme for payment of industrial classes on school-farms promulgated in 1890, and the scheme for itinerant dairy instruction which will come into operation on the 17th instant, as large and wisely directed aid to industrial instruction. These will effectually test the depth and breadth and practical character of local interest throughout the country, in the absence of which all efforts will be futile.

I am pleased to say, that in my relations with teachers, I have found them, as a body, honest and conscientious in the discharge of their duties, and pleasant to deal with. If I have a fault to find, it is the difficulty of getting suggestions carried out in matters of detail. These suggestions often seem to be looked upon as absurd trifles—as the small fiddle-faddle of a narrow mind, untrained in the practical work of education. It is forgotten that a broad practical view is one that recognises the relative value of each smallest detail, and its proper place in the mechanism of the great whole.

I have the honour to be, gentlemen,

Your obedient servant,

J. MURPHY.

The Secretaries,

National Education Office,

Dublin.

MR. J. B. SKEFFINGTON, LL.B., District Inspector.

Downpatrick, 29th February, 1892.

Mr. J. B.
Skeffington.

Down-
patrick.

District.

GENTLEMEN,—I have the honour to submit this general report on the Downpatrick school district, which occupying the main area of county Down, embraces Downpatrick, Crossgar, Saintfield, Shrigley, Ballynahinch, Dromard, Drumaness, Castlewellsan, Annsboro', and Hilltown; and, around the coast, Newcastle, Dundrum, Killough, Ardglass, Strangford, and Killyleagh.

Those towns are all small, though in Killyleagh, Shrigley, Drumaness, and Annsboro', the mills give considerable employment. It follows that even the town schools have many pupils from the country, while the majority of the schools have chiefly a rural attendance.

Of the 145 schools, one is the Downpatrick Convent school with two departments, and an attendance of over 200, another is the Workhouse school, with less than twenty pupils under a female teacher; there are also three night schools attached to the Mills in Annsboro', Drumaness, and Shrigley, the other 140 are ordinary day National schools. Of these last, thirty-six are arranged in pairs, four for infants and classed pupils separately,—thirty-two in pairs for boys and girls separately; the remaining 104 being mixed schools for boys, girls, and infants together.

The two infants' schools are taught by mistresses, the two pupils' schools by masters, with a female assistant in each; the sixteen boys' schools are under masters, four having male assistants, and one a female assistant; the sixteen girls' schools are under mistresses, six having also female assistants. Of the 104 mixed schools, twenty-one have

Appendix C. mistresses, with in three cases female assistants; eighty-three are under masters, but twenty-four have also female assistants, and twenty-six others have workmistresses. Thus the staff for the 140 ordinary day schools would stand thus:—

Mr. J. B. Steffington.
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patrick.

| — | Masters | Mistresses. | Workmistresses |
|------------------|---------|-------------|----------------|
| Principal, . . . | 101 | 39 | — |
| Assistant, . . . | 4 | 10 | 26 |
| Total, . . . | 105 | 75 | 26 |

Some additional applications for workmistresses are pending; as the tendency is to amalgamation of the smaller schools, and the substitution for female assistants of workmistresses, as the attendance shrinks with the diminution of population.

Monitors. There is also the monitorial staff as follows:—

| — | 1st Year. | 2nd Year. | 3rd Year. | 4th Year. | 5th Year. | Total. |
|--------------|-----------|-----------|-----------|-----------|-----------|--------|
| Boys, . . . | 14 | 4 | 4 | 2 | 4 | 28 |
| Girls, . . . | 8 | 6 | 11 | — | 5 | 30 |
| Total, . . . | 22 | 10 | 15 | 2 | 9 | 58 |

*School-
houses.*

The school-houses are generally such as might be expected in an advanced county like Down; in the towns, the buildings are mostly very good, substantial, spacious, and healthful; in the rural localities mostly very fair; but I regret to have to state that there are still a few very unsuitable, owing to the proximity of graveyards, limited space, want of comfort, or general surroundings. One of the worst of those, indeed, has recently been replaced by an excellent and commodious building—I allude to the new vested school-house at Tullaree, for which thanks are due to the efforts of the Manager, as well as to the Board for a liberal grant in aid of this most useful work, which is an example, and may be a model for others. In two other cases applications have been made for grants, one on account of the close proximity of the old building to a graveyard, the other to replace a small, miserable, comfortless house; it is to be hoped both will ultimately be successful. In a few of the cases referred to the schools are so small, that their loss would not be much felt; but a few others are efficient schools beyond what would be expected, and having also good attendances, it is much to be regretted that they should long remain as at present. To spend a day in examining such schools is sufficiently trying; and one cannot but feel for the teachers and pupils, who spend so much of their lives in such uncongenial places; nor refrain from wishing that some who have the means and the power, could see how much good might be done

by placing at the disposal of the managers suitable healthful school buildings.

In not a few cases the position and arrangements of those outbuildings are not all that could be wished; but the tendency to improvement is noticeable; and in many cases arrangements are complete. Though the buildings are mostly pretty good, yet in many cases the walls might be better fitted up with rails for maps, tablets, and pictures. These should be arranged in rows, one as near as possible to the top of side wall, another in line with tops of windows, with others lower. In many cases, too, the floors have no permanent lines for drafts, marching, &c., which conduce to order, and save time and trouble; though many teachers never appear to think of such seeming trifles. So the proper suspending of maps, charts, tablets; the due arrangement of time table programmes, Board's rules, &c., is often overlooked; those being mostly suspended irregularly here and there. So again, the doing up of schools in the evenings seems often to receive little attention; few teachers appearing to give much time or care to such matters; though the school is to the teacher what his shop is to the man of business. It has struck me, too, that the desks might be numbered to indicate the places of pupils, as an aid to order.

All these matters have a continually educative effect on the pupils, and impress them with habits and tendencies that will be helps or hindrances through life.

Here, too, may be noted that marching at changes of lessons, and singing while marching, are not enough practised, perhaps rarely, though marching is itself a useful exercise, and change from sitting or standing, while singing cheers the spirits and rouses the energies of the pupils.

It is to be carefully considered that the National system has here absorbed nearly all the primary schools from other boards or bodies; so that practically the National Board gives all the elementary instruction in this part of the country; on the other hand, too, there are few Intermediate schools, so that our schools furnish nearly all the education of the people. As we have thus almost a monopoly of the education, it becomes more and more important that no efforts should be spared, to make that education as thorough within its limits, and as complete as possible: for on it our people must depend, not only for their preparation for practical life at home, but also for business, industry, and for professions; or if they emigrate their education must comprise the bulk of their capital, on the amount and sterling character of which their success in life must largely depend. Indeed, as pointed out long ago by Senior, the incomes of civilized nations tend more and more to take the form of profits on the capital invested in education; and how much more is this likely to be the case in the future, when electricity and chemistry are becoming daily more important factors in the world's work, as sources of power, light, and heat, and of consequent application in many of the arts of life.

Moreover, as much of the habits and morals of children are formed or modified by their school life, how careful should teachers be to cultivate, according to the admirable instructions and rules of the Board, as set forth in their general rules, and especially in the practical rules for teachers, habits of order, virtue, morality, the feelings of kindness for others, respect for authority, &c. Not only in this direct way by precept and example are the children taught, but they are affected and moulded by all their surroundings during the chief part of their most impressionable years. The selection of teachers thus becomes a matter of grave consideration, and their training a most important

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Offices.

Walls,
doors.Marching,
&c.National
System.

Education.

Appendix C. matter, when these aspects of their profession, and the responsibilities it involves, should be deeply impressed on their minds.

*Reports on
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Sheffington.*

*Down-
patrick.*

Habits.

The mode of getting through the usual exercises should receive more attention; thus it is common to find children bringing pens up in their hands to class, with danger to their own hands and the faces of their fellows; recently a mistress got her own pen thrust into her wrist, and had to have the nib cut out by a surgeon: there are now proper grooves for pens in school desks. The mode of holding slates in class is often very awkward also, threatening to the eyes of adjoining pupils, and not such as to facilitate examination of slate work. Slates, too, are generally quite too much wetted, so that figures are often illegible. These seem small matters, but they are indications of the training and habits of the children.

Answers.

Again, as to habit of answering, schools are found here as well as elsewhere, where a question asked to a definite pupil, is immediately answered or half answered in a whisper, whether (as sometimes) an attempt to prompt, or often seeming a semi-involuntary ejaculation; and in both cases a sure sign of deficient discipline: these whispers often reach my own ears when the pupils do not seem to hear them, and so I have to give fresh and often numerous other questions. To myself this peculiar sensitiveness of my own hearing is often surprising, and such whisper or suggestion is most painful, and causes much delay and dissatisfaction. There are, indeed, schools where the pupils maintain their composure till asked, their self-restraint telling much in their favour.

Proficiency.

From the last published statistics, the proficiency of this district showed in writing 96.3 per cent., or exactly the average of the country, in arithmetic 82.6, or about the average, and in reading 96, which is considerably over the average. This, I would expect, for reading is generally pretty fluent, though explanation is too often feeble, showing want of reflection on the meaning of what is read, or want of practice in expression. Explanation, indeed, requires a good deal of skill, and is not specially paid for; though the teachers will find it pay admirably in the end, to cultivate that method of explanation so well illustrated in the end of the Sixth Book; increased intelligence being displayed by the pupils in all their school exercises.

Reading.

In the teaching of reading, two defects were often apparent (a) the First class pupils each beginning the lesson without attention to previous readers, and (b) as if designedly jumping over the stops, instead of attempting to pause there. The First Book, indeed, seems much too small for the time spent at it, namely, three or four years, including the infants' part; hence it is almost invariably got off by rote, and most of the pupils could, I believe, read or repeat the lessons without looking at the book. I think it would be desirable to extend the First Book very considerably by enlargement of the last section containing interesting lessons, as well as additional pictures: this would be a better preparation for the Second Book.

Writing.

Though penmanship is mostly very fair and often good, some defects require mention: one is the use of different series of headlines in the same school, so as to confuse the pupils, and often spoil a fair hand; another is irregularity in the writing of juniors, second and even Third classes, I mean in their ordinary copy books, showing often great carelessness, plainly from want of supervision or correction, though nothing can be more admirable than our beautifully graduated series of writing copy books. I observed last year that in England the black-board is being more used for headlines, but so far as I saw not with good results.

In many schools the writing of letters is well attended to, the attempts at letter-writing and composition being often gratifying, and the progress made in this respect being decided; as even in Fifth class the pupils learn to open and close a common letter, while in the Sixth the letters, though not always grammatical, are excellently written (as a rule), correctly spelled and intelligently expressed. It cannot be doubted that this is a great benefit to many who, in after days may apply it in business, and especially to those who emigrate, but still keep up communication with their friends. Yet some schools are a good deal behind in this regard. It is, indeed, in such matters as explanation and composition that the good teacher shows his superiority; and the contrast between the full, clear, interesting letters of some schools, and the short, stiff productions of others is very marked. I have repeatedly pointed out to teachers that an excellent plan is to give a subject for a letter every Friday evening, allowing ample time till Monday morning, when the letters should be read corrected by aid of blackboard, and commented on.

A very remarkable feature is that the First class generally write on slates very well, while second and even third class rarely write so well on paper; thus it appears that the time and effort spent on slate writing are practically lost to both teacher and pupils, since all has to be gone over *de novo* on paper. This of course is from the difference of materials and implements, and perhaps suggests the expediency of dispensing with slate-writing, and getting a few words copied on paper even in First class.

In arithmetic the passes are (as above quoted) pretty satisfactory; but some defects in method had frequently to be pointed out. Thus while Second class could usually add, they frequently failed to arrange properly numbers of one period with a cipher; I can safely say, however, that I have observed very decided improvement in this respect. In Fifth class the placing of decimals below integers is seldom correctly done; the thousandths being generally put below thousands, the units being sometimes put under millions. Indeed, I believe a radical mistake is made (and commonly made) in the teaching of notation *before* numeration, while undoubtedly numeration should be first taught (just as reading is taught before writing), and this would, I doubt not, much shorten and simplify the teaching of notation. A few printed tablets of numeration exercises would be very useful, running by periods, one sheet embracing the first period, another thousands, another millions, and a fourth integers and decimals; these sheets could also be used as tests at examination. I observed in an English school a very good sort of tablet of long tots, namely an *endless rolling* tablet, so that the sums could be almost infinitely varied from the one set of addends, according to lines commenced and ended at.

Though the oral spelling of the juniors from columns is generally pretty good, there are often too many errors in dictation, and confusion of *the* and *they*, *their* and *there*, &c.; much of which might, I believe, be corrected by requiring transcription to be done as a home exercise, to be corrected by aid of the blackboard.

Grammar is on the whole pretty well taught, though there is too much mere repetition in the upper classes; thus Fifth class pupils can rarely tell the case of a noun or the mood of a verb, without going over "common noun, third person," &c. or "regular, transitive verb," &c., from the habit of constantly repeating the same formal set of phrases, which is, to a great extent, a loss of time in the upper classes.

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Slate-
writing.

Arithmetic.

Notation.

Spelling.

Grammar.

- Appendix C.** In Geography the want of map teaching frequently manifests itself ;
- Reports on State of Schools.** too often, indeed, the pointers are short and unsuitable, and pupils frequently *show the name merely*, or the colour, without further describing the situation : and if asked *where* the place is, the child will often again point to the map, and turning to the examiner will seem by his look (for he speaks not) to mean "there it is" ; such is the force of habit, and the result of unskilful teaching. There is, indeed, a very wrong method of teaching geography adopted in some schools, namely, the
- Mr. J. B. Steffington.** Third class learn from the book, and then merely *point out* the places on the map after. While for beginners at least the proper method is the reverse of this, the places should be pointed out and named on the map, and their relative situations *inferred* from the map, instead of merely repeated from the book. Now we have an admirable set of *large* maps, and *small* maps are little use in a school (unless they are blank maps). It seems a most difficult matter to have long pointers provided and used ; a not uncommon way is for the pupil to catch a *short* stick in the *middle*, go up to the map, try to spell out a *name*, and triumphantly press it with his ruler, though the name be a thousand miles from the place, at the same time hiding the map from the class. Few teachers seem to be aware that it is for the second stage of Fifth class *geography* is first *named*, the *maps* being specially quoted in the earlier classes. I speak at length on this matter, as it has cost me much time and energy to insist on *map teaching* in the earlier stages.
- Maps.**
- Agriculture.** Doubtless the large fee for agriculture has caused more time and attention to be devoted to this subject, which is now felt to be a paying one, and in some cases I have no doubt grammar and geography have been coldly looked on in comparison. The answering in agriculture seems improving, and the points of the subject are pretty well given, or at least quoted from the book ; and while some disparage this, as *mere book knowledge*, yet Huxley says "Book knowledge is infinitely better than ignorance" ; besides the children of farmers will probably come to think of these principles, and apply them beneficially in their after labours ; at least when they grow up, they will be more likely to read works on this subject.
- Extras.** Vocal music and drawing are being taken up more every year, as teachers obtain certificates, or acquire the proper qualifications in training.
- Geometry and algebra are occasionally taught ; and French and Latin in Annabert Male National School.
- Kindergarten is taught in only one school, the Downpatrick Convent School, where it is very well developed, and thoroughly enjoyed by the pupils.
- Science classes.** In three schools there are science classes under South Kensington, namely Annabert Male, Ballynabinch, and Drumaness Mill.
- Vocal Music.** The new programme in vocal music for Hullah's system, by specifying minutely the proficiency required for each class, and referring explicitly to the sheets of Hullah, has done much good ; as hitherto this system had not got justice as compared with the Tonic sol-fa ; but now the exercises on the sheets of Hullah and the singing of intervals are found excellent practice.
- Needle-work.** In another subject also has the minute detail of the programme (as well as the extension of time) had good effect : I allude to needle-work, in which the teachers and pupils now know (or may know) exactly what is required, and the improvement in sewing is quite noticeable. The extra half hour has been often obtained, too, without

loss to the other subjects, by an extension of the school hours. In most cases the quantity and quality of work done and exhibited are satisfactory, and in some cases creditable and excellent.

The new industrial programme has not as yet been much taken up in this district, but is beginning to be more favoured, and will, doubtless, be more and more followed in the future. At first it was new and seemed strange to the teachers, who feared they were unable to carry it out—some even thought *all* the branches under A and B were required. Besides ornamental needlework of all kinds had previously been discouraged, and rather derided in schools, as *fancy work*, plain needlework being solely in demand; though long ago several of those very branches were not uncommon in schools, yet having lately been discountenanced, would naturally take some time to revive; besides the inertia of rooted habit is slow and difficult to overcome; but the teachers coming down from training will doubtless have learned some of those special branches, which they will be anxious to teach in their schools.

If I might make a suggestion on the matter, it would be that *both* the ordinary and the industrial scheme might be taken up in *any* school, according to the tastes, intentions, and prospects of the pupils severally. Thus, while some Sixth class girls may be preparing for monitorship, or for Civil Service, &c., others' tastes and talents may lie chiefly in the industrial line, for many Sixth class girls are found to make a sorry enough hand of arithmetic and grammar of Sixth class, especially where they attend badly, and to such the industrial branches might well be a relief; for many who have *good hands* (as it is said) may not have heads equally developed, and *vice versa*. I think in this way the scheme would become more popular and more general.

It was surprising to me to find so many time tables arranged on the *class system*, not by *divisions*, as exemplified in the Manual of Teaching; perhaps the formal ruting of the tablet is one cause of this too common practice, which certainly tends to confusion and obscurity; thus, to find "reading, reading, reading," or "arithmetic, arithmetic, arithmetic," repeated *three times* or more on a small card, does seem strange on the time tables of very highly classed teachers, when no such example can be found in the *Handbook*, with which all teachers should be familiar. Were I to quote here some of the many time tables of this sort I have found, it would I am sure cause much wonder; probably it is owing to the perpetuation of old forms of time tables, by monitors learning under teachers trained very long ago. Again, the principle that silent written work and oral lessons are suitable for the two divisions severally at the same time, seemed quite new to some teachers. Also the complement of this, to relieve pupils by alternating mechanical work as writing, with subjects requiring thought, is too often overlooked.

Many time tables on the other hand are clearly arranged, simple, and workable.

The teachers of this district are very fairly classed, and the male teachers display a laudable ambition to improve their classification by examination; though but few succeed each year in obtaining promotion, yet it is well to find numbers preparing, as they are thus kept from intellectual dulness, and also induced to work up their school vigorously in order to obtain admission; so that in both ways the effect is beneficial. But the female teachers and assistants do not by any means exhibit the same anxiety to rise in the scale, as forcibly illustrated by

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Industrial
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Time
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Teachers.

Appendix C. the numbers here given of candidates for promotion in each of the last three years :—

Reports on
State of
Schools.

Mr. J. B.
Sheffington.

Down-
patrick.

| | Males. | | | Females. | | |
|-------------------|------------------|------------------|----|------------------|------------------|----|
| | Class. | | | Class. | | |
| | A ¹ . | A ² . | B. | A ¹ . | A ² . | B. |
| 1890. | | | | | | |
| Candidates, . . . | 5 | 3 | 6 | — | 2 | 2 |
| Promotions, . . . | — | 1 | 2 | — | 1 | — |
| 1891. | | | | | | |
| Candidates, . . . | 3 | 4 | 6 | 1 | 1 | 1 |
| Promotions, . . . | 1 | 1 | 2 | 1 | 1 | — |
| 1892. | | | | | | |
| Candidates, . . . | 5 | 7 | 9 | — | — | — |

The male monitors passed their examinations in 1890 and 1891 without any failure, either on C or D papers; 4 females failed in 1890 on C papers, and only 1 in 1891 :—

| | Monitors. | | | |
|-----------------|-----------|----|----------|----|
| | Males. | | Females. | |
| | C. | D. | C. | D. |
| 1890. | | | | |
| Examined, . . . | 5 | 5 | 9 | 5 |
| Passed, . . . | 5 | 5 | 5 | 5 |
| 1891. | | | | |
| Examined, . . . | 3 | 4 | 7 | 1 |
| Passed, . . . | 3 | 4 | 6 | 1 |

The divisional promotions were as follows :—

| | 1890. | | 1891. | |
|--------------------|------------------|-----------------|------------------|-----------------|
| | III ¹ | II ¹ | III ¹ | II ¹ |
| Males, | 3 | — | 3 | 7 |
| Females, | 1 | 2 | — | 7 |

The teachers who left the services, and the new teachers appointed were :—

| | 1890. | | 1891. | |
|--------------------|-------|------|-------|------|
| | Left. | New. | Left. | New. |
| Males, | 4 | 2 | 7 | 4 |
| Females, | 1 | 5 | 5 | 4 |

Of those who left in the two years, 4 died, 9 retired on pensions or gratuities, and 5 left chiefly for household duties. Appendix C.

Of the new teachers 11 had been trained, 3 were ex-pupil teachers, and 4 previously monitors. Reports on State of Schools.

As to the schools in general, I am glad to say that many are excellent, and seem to compare *not unfavourably* with some similarly situated schools in England. Mr. J. B. Skeffington, Downpatrick.

The largest school in the district, and the only one with over 200 in average attendance, is in a way the only special class school, namely the Convent School of Downpatrick, which deserves honourable mention for the care and thoroughness with which all its work is done, from the Infants' department with its admirable Kindergarten, to its large and proficient Sixth class. Drawing, music, and needlework are very successfully taught, each branch well developed under special teachers; these are the only extras taken up, nothing being attempted that would interfere with the thorough efficiency of the ordinary school subjects.

I have the honour to remain, gentlemen,
Your obedient servant,

The Secretaries,
National Education, Ireland.

J. B. SKEFFINGTON,
District Inspector.

Mr. H. WORSLEY, A.M., District Inspector.

Monaghan, March 5, 1892.

Mr. H. Worsley.
Monaghan.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my first general report on the schools in this district.

I was appointed to take charge of this district from October 1, 1889. The last general report on the district was for the year 1886.

The district comprises portions of the counties of Monaghan, Fermanagh, and Armagh. It is altogether an agricultural country, containing four small towns—Monaghan, Clones, Castleblayney, and Ballibay. It has no manufactures. The population consists generally of small farmers, who appear to be characterized by great industry. In 1888, seven schools were transferred to the district, viz., three from D. 16, and four from D. 13. It now contains 147 schools. Since 1886, four new vested schools have come into operation, and seven non-vested schools have been taken into connection. Five schools have been struck off the roll. Drumsheeny M. and F. have been amalgamated under one Roll No. 10,452, Roll No. 10,453 (Drumsheeny F.), being placed on the suspended list—the former two school-rooms having been converted into one school-room, and one class room. The District.

The great majority of the school-houses are either good or fair; a very few may be described as bad. School Buildings.

I observe that the teachers almost always respond to recommendations to procure new maps. In the case of six schools, a free stock of school requisites has, since 1886, been granted by the Commissioners in consideration of local expenditure incurred in the improvement of the schools. Apparatus.

I think it is to be regretted that training is not obligatory on all teachers before appointment. The value of training is, of course, to be measured by the increased power for good which it imparts to the teachers in their influence over children. The magnitude of a teacher's Training.

Appendix C. influence is best estimated by the consideration that, owing to the plastic character of children's minds at the ordinary school-going age, and the action of the force of imitation which is very powerful at that age, the children become the reflex of the teacher. The school is a little world—a microcosm—in which the teacher holds sway, and the range or scope of his influence is the whole character of the child—deportment, morals, intellectual development. Outside the special influences of home and of religion, the most influential environment of the child is the school-room, and that is what the teacher makes it. In training a new world is opened to the teacher—a life of regularity, activity, neatness, method—and the improvement which is made in his powers there he carries back with him to his school. I have frequently noticed the beneficial results of training in the younger trained teachers—in their bearing, their sense of order, their professional interest in their work, their practical grasp of details.

Discipline. The discipline in the schools is, on the whole, very fair. In a number of schools in which discipline was defective at my first results inspection, an improvement has been made. It is very easy for an inspector at a results examination to note the good and the defective school in this respect. In the former, the children hold themselves erect, their enunciation is distinct and courageous; they are prompt in obeying directions addressed to them: they are characterized by a sense of uprightness in their work, and their appearance is lively and cheerful. In the latter, the children are distinguished by a slovenly gait, indistinct articulation, restlessness, apathy, tendency to talkativeness, and a timidity or sheepishness of manner. In not a few schools in this district, as compared with my former district (D. 24), the enunciation of the children is defective. I am not able to account for this. I should like to add that, on a comparison of many schools in Ireland with schools which I have had the opportunity of visiting in England—and this remark applies to this district also—the children of the former often appear to be characterized by a manner which I should describe as not simply timid or shy, but as cowed or subdued—a trait which I have been only able to explain to myself as a heritage from long ages of racial subjection. It is a quality which does not comport with what is called independence or self-reliance. Teachers should address themselves to the task of eliminating this defect root and branch. I consider this a highly important matter.

Position of teachers. If the teacher has duties and serious responsibilities such as I have described, he has also correlative rights. If he is to exercise a beneficial influence over children, he should be in a position to command respect. In this connection, I might remark that it is a pity so little is done towards providing the teachers with suitable residences. The teachers, as a body, I find to be industrious, honest, and conscientious in the discharge of their duties, and they show great willingness to carry out suggestions.

Monitors. Monitors are carefully instructed by the teachers, and they are very successful in their third and fifth year examinations. The monitors' programme seems to me rather limited for female monitors. The Geography Generalized, which forms a portion of the monitorial course, is very devoid of illustrations in the chapters treating of physical geography; this is a marked defect.

Proficiency. In forming an estimate of proficiency in schools, it should be borne in mind that percentages of passes do not by themselves indicate the quality of the work done. The same percentage may represent many varying degrees of proficiency. Two schools may, in the first place,

differ very much in the classification of the children—that is, in the distribution of the children through the different classes. Again, the difference between a satisfactory pass (pass 1) and a mere pass (pass 2) opens up a considerable ground for difference in proficiency between two schools—the difference between work which is firm and intelligent, and work which is feeble and mechanical. This variation does not appear in a comparative table of percentages. In my judgment of the amount of work done in the schools in this district I have endeavoured to keep this latter variation specially in view.

Reading in this district is fair.

Education has two essential functions: the strengthening and extension of the faculties—the humanistic or disciplinary view—the aim chiefly insisted on by Ascham, Wolf, Kant, Stewart, Mill; and the preparation of the young for the active work of life—the realistic or utilitarian view—the aim mainly set forth by Bacon, Comenius, Milton, Locke, Pestalozzi, Herbert Spencer. Viewed from either of these standpoints, reading is a subject of paramount importance. Viewed from the practical side, reading and letter-writing are undoubtedly the two most important subjects in the Results Programme. The power of reading is the key to every kind of knowledge, and the power of expressing ideas in written language can scarcely be considered as of secondary importance to this:—one is the complement of the other. *Intelligent* reading is, I regret to say, not common in this district. This is partly attributable, I think, to the crash of work consequent on irregular attendance, though not by any means altogether so. The power of reproducing explanations or synonymous meanings at a moment's notice at an examination is not easy—even when given, the meanings must often be necessarily only approximate; still it is easy for an examiner to gather whether the children have an intelligent hold of the subject matter read—whether the teacher has made a reasonable effort through the year to teach the important branch of explanation. If this is neglected, not only is the intelligence not trained, but the vast majority of the words in the Lesson Books never become part of the child's vocabulary or stock of words for daily use. Intellectual progress may be defined as an increase in the stock of our ideas, and ideas are mainly received into the mind through the medium of words. This reflection shows the immense waste involved in neglecting explanation. The necessity for explanation is all the greater as so many of the parents are ignorant, and the children, therefore, learn very little from them. Again, if the meanings of the words in the Reading Books are not explained, the *love of inquiry*, so easily trained in children, as it is innate, gets no chance of cultivation—in fact, becomes reduced to a state of torpidity. A *taste* for reading—the reading *habit*—which it is so important a function of education to educe, are, too, impossible to form with this defective system of teaching reading. Of course, no doubt, the taste for reading even if trained in the school, is in danger of perishing for want of aliment, if there is no access to other than the school reading books outside school hours or after leaving school for good; and here the difficulty comes in that parents have no books. In this connection, I remark that I think it is a pity managers do not provide school libraries. Reading Books in schools should be adapted rather to developing the command over the resources of language than to the mere communication of scraps of information quickly forgotten. On this view, I think that our Lesson Books, though some more interesting lessons might be substituted here and there, are on the whole, good. Any

Appendix C.
Reports on
State of
Schools.
—
Mr. H.
Worsley.
Meaghann.
—

Reading.

Appendix C. child who can spell, and understand the meaning of, every word up to the end of Fifth Book, has made considerable progress in his education. Recitation of poetry here is considerably open to improvement, being pretty often done inaccurately and indistinctly.

Mr. H. Worley. The *penmanship* of this district is generally very fair. *Letter-writing* is progressing, and in perhaps one-fourth of the schools is very fair. But through the district there is much room for improvement. A great many of the teachers are not by any means sufficiently alive to the importance of this branch. A child who leaves school unable to write a simple letter in correct English and correctly spelled might very properly, whatever his attainments in other branches of primary education, be set down among the illiterate. I found, on my first round of inspection, an altogether insufficient amount of time, in very many cases, given to the teaching of letter-writing. At least double the time is now given. To teach this branch efficiently requires a good deal of pains in judicious help, supervision and correction. In the selection of subjects for letter-writing, the teachers are not always judicious. I might remark that in this the teacher will naturally be a good deal guided by the selection of subjects made by the Inspector at Results Examinations; and, in view of this, I endeavour to make my range of subjects as varied as possible, at the same time that I try to adapt them to the stage of mental capacity of the different classes. Although, speaking generally, I think the subjects or themes selected should be as concrete and practical in character as possible. I am of opinion, and act on it, that some reflective subjects, *e.g.*, on cleanliness, or saving money, may, in the case at least of sixth class pupils, be usefully mingled with the ordinary narrative and descriptive subjects. They develop the habit of composition. I always give the children a full page of exercise paper for the composition of their letters. I very often find punctuation not properly taught, in some cases entirely neglected. If the teachers would get the children in fifth class (first stage) to understand the use of the period and the comma, nearly all the difficulty would have been got over. In view of the perpetual recurrence of the same solecisms in the letters, the correction of common errors should form part of the grammar programme in the two fifth classes. The programme for writing in fifth class (first stage) should require the exhibition in the exercise books of a specified number of letters, say twenty or thirty. The papers set at the July Examinations on the second and third class Teachers' Programmes should include papers on composition. The best letter-writing in this district is in Rock-corry N. S.

Arithmetic. *Arithmetic* is very carefully attended to. I might remark that in second class, addition is more often done wrong than subtraction, presumably owing to the greater amount of calculation involved, and that the pence table is often not properly known in third class.

Spelling. *Spelling* is very fair in the junior classes, often defective in fourth class, fair in the higher classes. The cause of the inferiority of the dictation exercise in fourth class is perhaps that the Fourth Book is a little long. The standard for a pass in dictation is much too easy. From inquiries in English Primary schools visited by me, I find that dictation is much more strictly marked there. This seems to correspond with the Revised Instructions issued to Her Majesty's Inspectors, and applicable to the Code of 1891, which lay down the general rule that more than three errors in a passage for dictation of six or eight lines, whether taken from a reading book in use in the school, or from a book of similar character constitute a failure. Spelling is a much more im-

portant subject than many of the teachers seem to imagine. A child who, on leaving school, is a bad speller, may fairly be reckoned among the illiterate, however much he may have committed in other branches.

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Schools.

Grammar is very fairly known in third class, fairly in fifth (first stage), and sixth classes, less well known in fourth and fifth (second stage). In the programme for the last mentioned class, the additional amount of knowledge of syntactical parsing required, compared with that required in the lower stage, should be specified. For instance, the syntactical parsing of a complex sentence might *inter alia* be set down. The teachers examined on the first class teachers' programme should be expected to have learnt a much more extended course than at present prescribed, the English Grammars on the Board's list being very meagre, except for elementary study.

Mr. H.
Worsley.
Monaghan.
Grammar.

Geography is fairly well known. Third and fourth class pupils now more frequently accompany pointing out on the maps with a verbal description of position, than at my first round of inspection. There is a tendency in not a few schools to neglect the Map of the World in fourth class, the teachers confining themselves to the Map of Ireland. I insist on the former being taught, and expect the teachers to teach as much of the Map of the World as may be learnt from Ch. II. of the Outlines of Geography (Sullivan). The geographical definitions of the physical divisions of land and water are often poorly known in this class. It would be well to specify in the programme that the explanation of these geographical terms will require to be illustrated by reference to the Maps of Ireland and of the World. At present, children often learn the definitions by heart without really knowing their significance. In sixth class, the amount of mathematical and physical geography required should be set forth under heads (e.g., day and night, seasons, circumstances determining climate, etc.) It is to be noted that girls who are taught the industrial programme in sixth class have never had an opportunity of learning the geography of Great Britain and the British possessions.

Geography

I am still strongly of opinion that the industrial resources of Ireland should be part of the geography of fifth (second stage), and the productions of Great Britain and of our foreign possessions of the geography of sixth class. As I pointed out in my last general report, a knowledge of the resources and capacities of Ireland is an important preliminary to the extension of technical knowledge in this country. Commercial geography should be taught in the schools. This would require the introduction of some appropriate manual, or, if thought preferable, an adaptation of Dr. Sullivan's "Introduction to Geography," or "Geography Generalized"; while some lessons on the subject might be introduced into the Lesson Books. I have said also that commercial geography should be taught practically to students in training, and that commercial museums should be provided in the training colleges.

Commercial
Geography.

Only a meagre knowledge of *agriculture* is communicated on the whole. Cottage gardening is, however, often well known in fifth first stage.

Book-keeping is scarcely taught at all. As taught, I regard the subject as of little practical value.

Book-
keeping.

Needlework is very fair. In third class, running is often not well done. Patching and darning are very useful additions to the programme. It is a singular, and not a creditable, feature in Ireland that so many people are to be seen with torn garments, when a very little

Needle-
work.

Appendix C.

Reports on
State of
Schools.Mr. H.
Worsley.

Monaghan.

Industrial
Programme.

attention indeed would remove this defect. The fact of learning patching and darning in the schools will accustom children to the idea of mending, and suggest to them, in after life, its usefulness and necessity. Darning on canvas might usefully be introduced into fourth class, darning of a hole in stocking-web material in fifth (first stage), darning on linen in fifth (second stage).

In the industrial programme for sixth class girls, the two special industries selected are always two of the following three from Class A; 1. Dressmaking (plain), underskirt-making; 2. Fine under-clothing, baby clothes; 3. Knitting and crocheting of jerseys, caps, wraps, vests, petticoats, socks, stockings, gloves, slippers and similar articles. The industrial programme is in force in sixty schools in this district, though I find that, owing to the want of girls in the sixth class, it is in operation in only about fifty.

It is very regrettable that so few industries exist in Ireland, in which girls could turn to advantage the industrial knowledge they have acquired in the schools. As I stated in my last general report, a great deal could be done by the starting or extending of "cottage" or "home" industries, suited to the capacities and resources of different localities, such as basket-making, wood carving, straw-plaiting, weaving of cloth, knitting, making articles of female apparel, embroidery, lace-making. The industrial programme, from which teachers can select any two industries to teach sixth class girls, comprise all these and other industries as well. "Home" industries require some person or persons to initiate them and to find markets for the manufactured articles. It is a singular feature in Irish life that the resident gentry appear to take no interest, as a rule, in the opening up of industrial channels or opportunities, such as I have alluded to. Something, I suppose, could be done by local committees working either independently or in connection with a central association. What is wanted is the local stimulus or initiative.

Music.

Music is presented in very few schools. Teachers find the present programme considerably easier than they had anticipated. It is certainly of more practical utility than the former one. The best singing in this district is in Castleblayney, No. 2, N. S.

Extra and
optional
branches.

Extra branches are little presented here. The subjects presented, include instrumental music, drawing, French, geometry, algebra, the adjustment and use of the sewing-machine and advanced dress-making, management of poultry, girls' reading book, and domestic economy, hygiene, physical geography, plane trigonometry. The Monaghan Convent N. S. which in proficiency, order, and discipline is a model of excellence, successfully presents the following extra and optional subjects—vocal music (Hullah), instrumental music, drawing, algebra, the sewing-machine, and dress-making, management of poultry, girls' reading book, and domestic economy, hygiene, physical geography, French. Agriculture for girls is not unfrequently presented in schools.

Kinder-
garten.

The Kindergarten occupations with action, songs, and calisthenic exercises are very successfully taught by Miss Blackburn in the Infant Department of the Monaghan Model School, and by the Sisters of St. Louis in the Monaghan Convent School.

Carlisle and
Blake
premium.

Mr. John Hamilton, Principal Teacher of Rockcorty N. S., was awarded £4 (third prize) from the interest accruing from the Carlisle and Blake Premium Fund, for 1887.

I am, gentlemen, your obedient servant,

HENRY WORSLEY, District Inspector.

The Secretaries, &c.

Appendix C.

Reports on
State of
Schools.Mr. G.
Bateman.Bailei-
borough.Descrip-
tion of
District.

Mr. G. BATEMAN, LL.D., District Inspector.

Baileborough, March, 1892.

Gentlemen,—I beg leave to submit the following general report on the Baileborough District, which has been in my charge for nearly two and a half years.

The district comprises portions of the counties of Cavan, Monaghan, and Meath, and presents considerable diversity of soil, and even of climate. The land in the vicinity of Baileborough is not fertile, but rich soil is found between Carrickmacross and Dundalk; also in county Meath portion of district, between Newtown and Drumconra. The harvest is much earlier in these parts than around Baileborough; fine corn crops and mangels are there raised.

There are two good towns which can be utilized for outpost duty, Cootehill and Carrickmacross; the population of each exceed 2,000, they possess railway communication, have gas works, are both nicely situated, and have some fine country seats in vicinity. These towns are each nearly fifteen miles distant from the official centre, Baileborough.

Baileborough is located eight miles from a railway station, is built on a tableland 500 feet above sea level; its climate is healthy, but in winter from its great elevation cold and humid.

The landscape of the country in county Cavan presents the appearance of a large number of hills or upland slopes, of different elevation, resembling in some places "cups and saucers," in others "baskets of eggs."

In the hollows lakes abound, which add to the humidity of the climate, and must materially increase expenses of providing railway communication, if ever the steam whistle is heard on the "braes" of Baileborough.

The people are exceedingly industrious, law abiding, and peaceable, and most careful to avoid a poverty-stricken appearance. I don't think I ever saw a child in a school without boots or stockings. The women are active and handle a spade dexterously.

Manure is carted on to the hillside farms by "slices," which resemble sledges; they are secured at the bottom by irons, and horses and donkeys can be harnessed to them. The planting of cahages in the potato ridges is very prevalent here.

Having spent more than a decade in the Listowel district, where good schoolhouses abounded, I was surprised at some of the inferior structures used here for educational purposes. These unsuitable buildings are injurious to both the health of the pupils and teachers, and if their managers were really determined to grapple with the difficulties, which undoubtedly exist in the way of superseding such houses, improvements would be the rule, and not the exception. The difficulties are various.

School-
houses.

1. Site difficult to obtain.
2. When possible to be procured, an exorbitant purchase sum asked for plot by occupier.
3. Difficulty of getting local aid to the amount required by rules, which is only one-third of outlay.

An energetic and school-loving manager, however, will often triumph over obstacles, which deter others of a different mental fibre

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Reports on
State of
Schools.

Mr. G.
Bulman.

Bailie-
borough.
Structural
improvements.

I can chronicle some decided improvements. The Very Rev. Dean Bermingham had two beautiful schoolhouses built at Corduff and Corcreagh to replace the inferior buildings which were there formerly recognised. The largest number ever presented for Results Fees at Corcreagh old school was 52; I lately examined 107 in the new building. The same Rev. Manager has established in Carrickmacross a Convent School, conducted with unqualified success by Order of Saint Louis, in spacious, cheery rooms. Rev. B. McCabe has done likewise at Lurganure, and ere long, he will erect suitable buildings at Killinkeere.

At Ballymackney, Rev. J. Gallagher obtained aid to build a beautiful class-room, which has been erected. In two schools, Lissetts and Ballynagarn, the attendance was congested, the rooms being densely overcrowded. To remedy this evil, the Rev. L. Keenan selected a site, central between these schools, and obtained aid to build new structures, which have been constructed, and are opened for the past few weeks.

Rev. J. Flood has applied for aid to build new schools at Corlea, Carrickleck, and Leiter. They are much needed, especially at Leiter and Carrickleck.

Example
of mixed
education.

A noticeable feature here, which was novel to me, and gave me pleasure, was various examples of the mixed system of education. For instance—In a Mixed School, the manager is Established Church, the principal teacher a Presbyterian, the assistant a Roman Catholic, and the mistress, whose time of service has expired, a Methodist. Again manager and principal teacher are Presbyterians, and assistant a Roman Catholic; or again, manager and principal are Established Church Protestants, assistant is Roman Catholic, mistresses are Roman Catholic and Protestant. The greatest harmony prevails in these schools.

Number of
Schools
and their
location.

There are 151 schools in operation. The distribution of the schools accords well with that of the population; the whole country is studded with schools, and the facilities for education are numerous, and at the doors of the people. In fact, in some districts there are too many schools, which to my mind is an evil, but a less one than too few.

In Bailieboro' district no special type of school prevails; there are cases of almost every class ranging from Model Schools, and three schools in which a principal and two assistants are recognised, to a school in which the average attendance is as low as five.

There are 34 schools which have the services of an assistant, 43 mixed schools without an assistant, in which the teachers are men; in 20 of these, paid workmistresses are recognised; in five others, extra workmistresses have been locally appointed.

I regret to state that in 18 of these 43 mixed schools, no instruction in needlework is imparted.

I would much prefer that schools attended by both Boys and Girls, whose average attendance is insufficient to secure the services of an assistant, and in which the number of females in average attendance does not reach 20, were taught by female teachers possessing second or first class certificates. They are fully capable of imparting instruction even to boys in the ordinary course, and in book-keeping, and could easily pass the special examination necessary to qualify females for teaching Theory of Agriculture.

In some of these mixed schools, in which the females receive no instruction in needlework, they are presented in Theory of Agriculture, and occasionally even in Algebra. How much better to make, mend, and cook than to work an equation, or describe a rotation of crops. I attach

great importance to Workmistresses, their services are most valuable, and I have no hesitation in saying that the money grants given to them are well expended. Workmistresses lately appointed are subjected to an examination in all the branches of plain needlework, knitting, and cutting-out, also in special industrial branches. The work executed in the Inspector's presence, is by him forwarded to the Education Office, where it is examined by the Directress of Needlework. The system is perfect, no better plan could be devised.

The classification of the teachers of Bailieborough District is quite up to, if not above the average standard, and the number who present themselves for examination for promotion to higher classes, involving, in cases of principal teachers, increased remuneration, are a fair percentage of the body.

I regret, however, that very few of the present teaching staff avail themselves of the advantage of the one year's course of training.

When there are such a number of qualified substitutes, viz., unemployed monitors, who have successfully completed their period of service, to be obtained at low rates of remuneration, such apathy gives cause for wonder. Merely looked at from the financial point of view, a higher classification means increased emolument, and when the promotion is obtained at a fairly early age, it is worth hundreds of pounds.

It must also be remembered that each Principal who gains class promotion is not only paid increased salary from the date of his or her examination, but receives a bonus of three months salary, for the higher pay is given from 1st April, not, as might be reasonably expected, from 1st July.

Teachers also overlook the importance of attending the agricultural Instruction Class at the Albert Model Farm. If a four weeks' course could be given from 7th October to 7th November, I think more teachers from rural districts would attend. In Bailieborough this is a period in which a large number of the pupils are absent digging potatoes.

The proficiency of a district to which he has been transferred is impressed most strikingly on an Inspector during his first year of Results Examination. I considered that on the whole that of Bailieborough district was well up to the average, but I thought Grammar and Needlework backward, more especially the latter. I was particularly pleased with the quietness of the pupils while under examination.

I now propose to deal in some detail with the proficiency attained in the various programme subjects.

Though the number of passes in reading is high, I am not satisfied with the proficiency. The reading is defective in fluency and intelligence; I have rarely met infant pupils taught to group words; they pause after each word, and nod in the very style so often condemned in the manuals of instruction which each teacher must know. Accurate pronunciation seems to be the only factor aimed at, for without it a pass cannot be obtained, and with it, even if the other elements of good reading are absent, an inferior pass mark is usually assigned. The programme formulated by the new Industrial scheme for Sixth Class girls in this subject is excellent. It is "reading (which should include text books on suitable industrial subjects and on domestic economy with a knowledge of the subject matter).

In Bailieborough District there is diversity in the treatises selected on domestic economy, and a general haziness prevails as to the proper books to use on the industrial subjects. If the names of some treatises on these industrial branches were indicated in next issue of Results Programme, it would, I beg leave to state, facilitate the work of both

Appendix C.
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State of
Schools.
Mr. G.
Balewan.
Bailie-
borough.
Teachers.

First Im-
pressions of
District.

Reading.

Appendix G. **Inspectors and Teachers.** I believe it would be an inestimable advantage if the above specified programme in reading were prescribed for all girls enrolled in Sixth Class, whether the industrial programme was or was not adopted.

Mr. G. Bateson. If also it were left optional with managers to select either the usual reading book or a treatise on domestic economy for the Fifth Classes, there would be a gradual preparation for new Sixth Class Programme and Girls' Reading Book, and Domestic Economy could be dispensed with as an extra branch, and the fees paid for them diverted to payment for explanation of reading lessons.

Writing. A very fair amount of proficiency is attained in this district in penmanship, and the letters written are, on the whole, fairly creditable. I have been careful, so far as other duties permitted, to revise the Time Tables, and I invariably found that insufficient time was given to letter writing. As a rule, only thirty minutes, or an hour per week, was assigned to this subject, whereas five half-hours were invariably given to imitation of head lines. I have suggested that, at least, three half-hours be devoted weekly to letter writing.

I generally give a different letter-subject to each pupil. This, in my opinion, has the merits of making the preparation cover a wide range, and of preventing copying.

Next to reading and needlework I consider letter writing the most important programme subject, and as many pupils finally leave school after they pass the Fourth Class Programme, I would be glad if this subject were introduced at an earlier period of the school course than Fifth Class.

Fourth Class might be required to have, as portion of their written exercises, thirty letters. I know children, eight years old, who can write letters.

In the new Industrial Programme, letter writing is given the prominent position to which its utility entitles it. The course prescribed is useful and comprehensive, viz., "English Composition, including letter-writing on various subjects, which should embrace Geography, Grammar, etc.; skill in penmanship to be taken into account."

Arithmetic. Arithmetic is rarely defective, yet I am not satisfied with the methods of teaching adopted. There is too little class-teaching, infrequent use of the blackboard for illustrations of principles, constant grinding at cards, too much instruction of individuals. I presume the unequal proficiency of the pupils, caused by the irregular attendance of one child, as compared with the regularity of another, leads to less class-instruction and more individual teaching.

I am becoming impressed with the conviction that there is no need for having special sets of arithmetical cards for Fifth Class girls.

No complaint is heard of inconvenience caused by having the one set for Fourth Class; in mixed schools, it frequently occurs, that, in this class, the girls are more expert than the boys in working accurately the test cards.

Having only the one set would appear to have the undermentioned advantages:—

1. It would lighten the labour of compilation and so facilitate the frequent issue of the cards, which seems to me of great importance, for after cards have been in use for some years, pupils and teachers must possess a fairly accurate knowledge of their contents. I remember, in my former district, an issue of new cards which took place early in January. I distributed them the next morning to Fourth Class; the result was disastrous.

2. It would render it impossible for an error to be made of giving a girl a boy's card, or *vice versa*. Appendix C.

3. The labour of revision would be simpler. Reports on
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As nearly all the inspectorial staff give cards of their own devising to Third Class, I would consider it a great boon if the office supplied us with such; it would promote uniformity, for some Inspectors give four questions—one in each of the rules—Multiplication, Short Division, Long Division, and Addition of money; others add one in Subtraction of greater difficulty than that proposed for Second Class; some add yet another, in Simple Addition. Mr. G.
Bateman,
Bailie-
borough.

I thought that Spelling from Dictation was only moderately fair here. However, much depends on the sentences selected. I have chosen a number of passages from each of the reading books containing sixty words, and have noted these in my book. The selection of the sentence is thus independent of a man's mood caused by the discipline or answering of the pupils. Spelling.

I considered this branch backward in Bailieborough District, but this may perhaps be accounted for by the fact that I believe I adopted a somewhat higher standard than my predecessor. I required from Fifth first stage pupils, a knowledge of the compound tenses in the indicative mood, active voice, and generally gave such a sentence as—"I have cut my brother's hand, it bled violently," for a parsing exercise. In Fifth second stage, I give in each sentence I propose, an example of the relative before the governing verb. To Sixth Class first year, I give testing sentences in prose; many teachers have risen to the level of these requirements, and I believe that an improvement has taken place. Grammar.

I adopt the plan of writing out the tests on small cards, which I hand to the pupils in the class, directing them to reflect on the sentence, so as to be prepared to parse without delay when called on *orally*; if more convenient these cards can be used for written work.

I found here a tendency to reduce the prescribed programme. Fifth first stage pupils sometimes only learned the few pages on Cottage Gardening, and Fifth second stage children were occasionally confined to that portion of the treatise bearing on Live Stock; in each case the portions which were previously learned being ignored. Agri-
culture.

Boys in Sixth Class, second year, received no instruction, as a rule, in the important part of the Practical Farming treating on the management of small farms.

I have endeavoured to prevent any minimising of the programme requirements in this most important branch of primary education.

The Fourth Class pupils find it difficult to learn the chapter on Permanent Grasses, a knowledge of it is so exceptional that I rarely ask more than a question on it; perhaps it could be eliminated from their course which is very extensive. I noticed that in several cases no real instruction is imparted in this subject, no system of teaching or lecturing is adopted. The pupils merely read the treatise, and are then questioned. The teachers should know the subject sufficiently well to convey a knowledge of it by a course of lectures. If they attended the Agricultural Classes at the Albert Farm in large numbers the advantages would soon be noticed in an extended knowledge, and in improved methods of teaching. I generally notice that when girls are presented in Theory of Agriculture, they are not proficient in Needlework.

This subject receives, in general, due attention; the supply of maps is adequate, and they are used. There is, however, here, as in my former district, a great tendency to neglect the sub-heads of Geography, particularly the important one, "Map of the Continent," in Fifth, Geography.

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second stage, Class. The reason of this neglect is that the teachers have learned from the printed notings on the marking paper and examination roll the particular headings of the programme for which payment is made, and they naturally devote their energies, and the greater portion of their time to preparing the pupils in the branches which pay.

Sixth Class pupils frequently fail in Geography in this district few remain sufficiently long at school to reach this grade, and when they do, the attendance rarely reaches much above the qualifying minimum, 100 days: it is a natural consequence that they should exhibit a meagre acquaintance with Geography of England, Scotland, and the British Colonies. If Maps of England, Scotland, and Ireland, were prescribed for Sixth Class, first year, I believe there would be here a more thorough knowledge of this interesting subject. Map drawing is at low water mark. I have not been able to effect much improvement. I attach great significance to Map drawing, it fixes the relative position of countries, counties, towns, and natural features on children's minds, even when the delineation is far from perfect. I would wish, if allowed, to ask Fifth second stage pupils to draw a Map of Ireland, for after a course of three years at geography of Ireland it would not be unreasonable to expect it.

The definiteness and exhaustiveness of the new programme in needlework, the rule rendering it obligatory to impart one hour's instruction daily in this subject; above all, the promulgation of the Industrial Programme for Sixth Class, mark 1891 as an important year in the history of primary education. I have no hesitation in stating that I believe the above mentioned wise measures have given an immense impetus to needlework instruction throughout the length and breadth of the land. Darning and patching were previously little practised in our schools, and cutting out was inferior. I find patching generally well done, but it is the reverse with darning.

The garments made during the year and exhibited at Results Examinations show that the pupils have been instructed how to apply their knowledge of the various branches of plain Needlework.

The Industrial Programme consists of sixteen subjects, any two of which can be selected at the choice of the manager.

The capacity of the teacher is a most important factor in the adoption of the programme. If she be incompetent a dislike to the scheme will be manifested or at least felt, and the manager will be asked on one pretext or another to apply for a dispensation.

Even when female teachers are competent to teach the new scheme, they prefer the old, which they have been accustomed to, which is easier work, for it has been led up to by the previous years of the child's school life.

The new programme has been adopted in 31 schools of this district, it has been dispensed with in 25 schools.

The usual excuse with teachers who do not wish to adopt the new programme is the poverty of the pupils, and their consequent inability to provide the necessary materials; but in the two subjects most usually selected here, little expense is incurred.

These branches are A¹ (plain dressmaking and underskirt making). A (knitting and crocheting of jerseys, caps, wraps, vests, petticoats, socks, stockings, gloves, slippers, and similar articles.)

I invariably examine the dressmaking, by getting pupils to draft or cut out on paper, that teachers may not complain of the expense of wasted material.

I believe pupils are anxious to learn the knitting and crocheting of articles, and I assert that there is scarcely a school in the country where the pupils could not be instructed in at least these two branches, dressmaking and crocheting. Appendix C.
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I only know one school here in which the programme was selected *con amore*, viz.:—Carrickmacross Convent. The two subjects selected were dressmaking with underskirt making, and Carrickmacross lace-work. The results were most creditable. Mr. G.
Baleman.
Baillie-
borough.

I am decidedly of opinion that the disinclination of the teachers to the new programme is a greater hindrance to its general adoption than the poverty of the pupils.

I trust that the female teachers undergoing training in the Colleges may receive such instruction in the provisions of the Alternative Scheme as will render them both effective and desirous to teach it.

Perhaps in connexion with this industrial programme, I may mention that I have met cases in which the female teachers showed their women's wit by confounding one of the sub-departments of A³, knitting of gloves with glove making, one of the subjects of Class B. I sincerely trust that the marks assigned in needlework at the Teachers' Examination will in future be counted for classification; this link would perfect our industrial system.

Neither had readers nor had needleworkers deserve certificates of Classification.

Very little instruction is imparted in extra branches.

Vocal Music is taught in seven schools, and Drawing in ten, with very fair success. The definiteness and suitability of new programme in Music has been a great boon in improving the teaching, and promoting uniformity of examination. Extra
branches.

Kindergarten is taught in the Infant departments of the Cootehill and Carrickmacross Convents.

Certificates of competency gained at annual examinations are required for teachers giving instruction in extra branches, but Sewing machine and Dressmaking appears an exception to this wise rule.

The school records are usually well kept, but there is a disposition to shirk record of fees in Register, and to use the Absence Slate, a vanishing process, in preference to the Leave of Absence Book, a permanent record. School
accounts.

Until an official issue of such a book is made, incomplete attendances will be recorded and counted as complete.

I found a few cases of erasures and instances of attendance totals not entered in Roll Books. The only serious irregularity was where the average attendance for an Assistant was fictitiously created by drafting pupils from neighbouring schools, for the closing weeks of the quarters in which average was absolutely needed to retain the grant.

During the past year in less than ten months, I examined 149 schools for result fees, and visited unexpectedly 113 schools.

The irregularities noticed at the incidental visits were the burden of forty reports furnished on the present form, which is a marvel of comprehensiveness and detail.

About a month was spent in the important duty of superintending the annual examination of teachers and in the revision of papers.

The precautions observed by the Commissioners that fair questions be proposed to teachers, that ample time be given for their solution, that proper revision of the written work be observed, the system of checks instituted, stamp the National Board's system of teachers' examinations as almost perfect. The hours of examination are, perhaps, too long, but this is owing to the desire of the Education Office to give no,

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ground of complaint on the score of insufficient time. If it were not deemed objectionable, it would be a great saving of time both in the supervision of examination, and revision of exercises, if only four instead of five questions were attempted in all papers.

In conclusion, I have to thank the Managers for their courtesy and co-operation.

I am, gentlemen, your obedient servant,

G. BATEMAN.

The Secretaries.

Mr. J.
McNeill.
Westport.

Mr. J. McNEILL, A.B., District Inspector.

Westport, March 5th, 1892

District,
size and
character.

GENTLEMEN,—In accordance with your instructions, I beg to submit the following report on the district of which I have been in charge for over two years.

The district is an extensive one, embracing a large portion of South Mayo and a small tract of North Galway. The two limit schools—Dooagh in Achill, and Finney in the Maamtrasna country—are eighty miles apart. The islands of Innisturk, Innisboffin, and Innisbark are also included. The inspection of the schools in these islands, whilst pleasant enough in fine weather, cannot by any means be regarded as a holiday task when the weather is, as nearly always, bad.

It is a poverty-stricken country. Some spots of good arable ground exist—these, unfortunately, given over to grazing, and thinly inhabited. Other patches of poor land there are—in valleys, and stretching up the lower slopes of the mountains—where it is just barely possible to scrape out a living. In places like these, just on the margin of cultivation, the people swarm. Here the cabins are thickest, the distress in famine times most keen. Finally, there are vast stretches of bog and moorland inhabited by no one—inhabitable by no one.

Schools.

The education of the children in this district is almost wholly entrusted to the National Schools. These number 149, classed as follows :—

| | |
|-----------------|-----|
| Ordinary, | 138 |
| Convent, | 3 |
| Monastery, | 4 |
| Poor Law Union, | 3 |
| Industrial, | 1 |

The distribution of these schools is, generally speaking, in accordance with the population, and, even in such a wide district, there are extremely few places where the children are not within reasonable range of a National School.

Buildings.

A great improvement has taken place in regard to buildings. Old non-vested houses are being demolished, new vested ones taking their place. Only ten thoroughly unsatisfactory houses remain in this district, and in nearly all these cases grants have been already obtained, or are being sought. One instance will suffice. A few years ago, along the tract of land between the Partry mountains and the western shore of Lough Mask, there were two poor non-vested schoolhouses with an average attendance of under 100. These have been replaced by four neat

and commodious schoolrooms (three of these vested in Trustees), with an average attendance of 256.

With regard to the care of the school plots, the tidiness and comfort of the rooms, nothing very flattering can be said. The male teachers are the worst offenders in this respect. Nothing is more gratifying than the sight of a tastefully kept schoolroom, and neat and orderly children. Particular pains should be taken to make the schoolroom attractive and comfortable. Many of the pupils come from wretched cabins, and, if the school could be made to present itself as a pleasant alternative for some hours, the gain would be great. It is a small detail, but I should like to see greater trouble taken to have a cheery and brightly burning fire in winter at the time for the arrival of the pupils in the morning. A dreary school, a black and smouldering fire, and miserable little unfortunates dropping in wet and shivering, is a pitiable sight.

The attendance of the pupils throughout this district is irregular, and this in spite of the efforts of both managers and teachers. The want of attendance is at some periods of the year largely unavoidable. In spring and at harvest the assistance of the senior pupils in the work of the farm can hardly be dispensed with. But after allowance is made for all this, there remains an amount of absenteeism for which no reasonable excuse can be alleged. This constitutes a teacher's greatest hardship. To educate pupils who attend two days, then stay away for three, come for a fortnight and disappear for three weeks, is a heart-breaking task.

Is it possible that our people are becoming apathetic in the matter of educating their children? There was a time when there was no ground for asking such a question. Every neighbourhood must have a school, a master must be got—a pecuniary transaction, or failing that *si et armis* if tradition is to be believed—and the children must attend. Everything is now made smooth, schoolhouses everywhere, competent masters everywhere, and yet the enthusiasm for education is not so striking as one would expect in a race so keen-witted and athirst for information. This is, of course, the not unexpected result of the transference of responsibility from the individual to the State. When everything is done for the people and nothing by them, they naturally lose some of their interest in the matter. And now it seems that the last link of direct connection between a parent and a school is to be broken by the abolition of school fees. All such connection now ceases.

Classification is gradually rising. Some teachers have undergone a course of training, and thus bettered their class; others, who, for one reason or another, could not avail themselves of this advantage, have creditably earned their promotion by home study. Some of my best teachers rank as third class. There is nothing which would give me greater pleasure than to see these teachers obtaining promotion to second class. I am continually driving and pushing them in this direction, but with only moderate success. I point to the increase of income, the increase of prestige; they point to home difficulties, and the risk of failure. This last has much more weight with them, one would imagine. It is of no use to try to persuade them that one unsuccessful examination may give the experience which will lead to success at the next. They will not venture. I should like to see such teachers encouraged to face examination by having some marks assigned for each year of good teaching.

The present staff of monitors is about suitable to the requirements of the district. Now that all avenues to teachership, except through

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monitorship, are almost closed, the task of selecting monitors, and seeing that their instruction is properly carried out, has become one of the most important duties of an Inspector. Pressure of results work, and the inaccessibility of schools in this district prevent me from giving as much attention to this matter as I could wish.

It is now necessary that I should briefly indicate the proficiency attained in the individual branches of the Programme.

Proficiency,
Reading.

I am by no means satisfied with reading. Failures, owing to inaccuracy, are much too frequent, and as to proper expression and emphasis, one has almost ceased to look for them. This is owing to want of proper supervision. There seems to be an impression abroad, that a class engaged in reading can be safely entrusted to the care of a senior pupil or monitor, whilst the teacher engages in the more active task of giving instruction in grammar, geography, or agriculture. The pupils soon cease to be on guard against mistakes, adroitly slur over any difficulties, and content themselves with producing a soothing and satisfying murmur. At this they soon become adepts, and all goes swimmingly, until at Results Examination a day of reckoning arrives.

Still less satisfactory is the knowledge of subject matter. "Only moderate," "should receive more attention," "badly taught," "neglected," "quite unknown,"—these are the unflattering comments in all marking papers under sub-head (b) of reading. On this point I hope to have something to say farther on.

Writing.

Writing is well taught. A good foundation is laid in first class, and this followed up by attention throughout, generally ends in a pupil leaving the school a fairly good penman.

Arithmetic,
Spelling,
Geography.

In arithmetic, spelling, and geography also, there is reason to be satisfied with the proficiency attained. Pupils and teachers take kindly to the former subject. To get the better of a 'hard sum' is felt on all hands to be a substantial victory. As to geography, I have only to repeat a suggestion made in various preceding reports of my colleagues, viz., that a more particular knowledge of the geography of the United States might form some part of the programme. Many pupils emigrate to that country, nearly all have relatives there.

Grammar.

Considering the difficult nature of the subject, grammar is taught with very fair success. Failures are frequent in fourth class from inattention to the requirements of the Programme, not so common in fifth and sixth classes, and very rare in third. No subject is more valuable as a test of real teaching power. A teacher of little ability may produce very fair results in other subjects, but no idle coquetting with grammar is of any avail. At every turn there is a call on the understanding which only thoroughly good teaching will enable a pupil to meet.

Agriculture

The required amount of attention is generally given to agriculture, and the pupils usually manifest a tolerable acquaintance with the words of the text book. This knowledge may produce some good effects in after life, but one cannot readily arrive at a definite opinion. Driving through the country, however, it is plain that the old fashioned methods still hold sway.

It will be seen that I have contented myself with indicating in the briefest manner the state of the proficiency in the various subjects. I do not pause to point out the particular defects in teaching these subjects or their remedies. They are fully laid down in Dr. Joyce's Manual, repeated in scores of observation books, and echoed in a hundred reports.

There are two points, however, to which I attach particular importance, and on which I wish to make some additional remarks. These are explanation of reading matter, and letterwriting.

With regard to the former, as I stated above, there is no subject which I find so often deficient. The meanings of a few detached words at the heads of the lessons are known—beyond this, nothing. Any conception of motive of story or drift of narrative I rarely meet. When, after considerable encouragement on my part, the children are induced to explore the recesses of their minds and produce their ideas, the answers are ludicrous. I have been told that Androcles was a lion, that Warren Hastings was Queen of France, that the fox in the familiar fable left the goat in the well "because he had a long beard," that a culprit was a Scripture-reader, and that George Stephenson was the father of a modern railway. And yet, even from a mercenary point of view, explanation should be a 'paying' subject to teach. If a pupil after reading a lesson once or twice were brought, by judicious questioning, to regard the lesson not as a mere parcel of words, but as meaning something and conveying definite information, taught to master that meaning and acquire that information, the direct gain would be great, the beneficial influence far-reaching. Additional intellectual power would be acquired, additional interest in intellectual work. Reading would no longer be an uninteresting and monotonous form of punishment, a book no longer a thing to be avoided and taken up only through dire necessity. All subjects would be gainers. Reading would become more accurate, the drift of questions in arithmetic more easily understood, dictation more correctly written, and grammatical difficulties more easily disentangled.

The motives for not paying more attention to this subject lie on the surface. There is no fee directly paid for it, the task of bringing the pupils to understand all the lessons in any one of the series of class books looks formidable, and lastly, it will involve considerable original work on the teacher's part—original as distinguished from such a routine and mechanical operation as teaching arithmetical tables. I have tried to show that even from a pecuniary point of view the subject should receive more attention. The magnitude of the task is not really so great as would appear at first sight. After the pupils have been well taught to answer on half a dozen lessons, the rest will be comparatively easy. Their intelligence is aroused and thenceforward some guidance and direction will be almost enough.

Failure to teach this branch properly arises from two causes, both reducible in the long run to want of care. First, the questions asked, when any are asked, are injudicious and badly adapted to the mental powers of the children. They are quite over their heads. The unfortunate pupils gasp and stare, and wrap themselves up in unresponsive silence. I have heard a second class asked questions, which, had they been turned against the questioner himself, would, in all likelihood, have hoist the engineer with his own petard. Secondly, no preparation is made beforehand by studying the lesson and bringing some ingenuity to bear on the task of making it plain. This preparation is nowhere more necessary than in the junior classes. Here the mental gap between teacher and taught is widest, and the greatest skill is necessary in bridging it. Above all, encouragement is wanted; right or wrong the pupils should be induced to say what they think. The first few feeble attempts to answer 'out of their own heads' are more valuable than columns of long words spelled with unflinching correctness. A child

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*Mr. J.
McNeill.*

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learns how to spell a difficult word. Well, he knows how to spell it, and that is his net gain. But to have his mind trained to understand the meaning of a sentence he reads indicates a distinct mental advance, an improvement in his intellectual grasp which will enable him to grapple with any number of similar sentences. The one is an addition to goods on hand, the other an improvement in machinery.

Ninety-nine pupils out of 100 in this district complete their education in the National school. A great many of them leave school able to read with reasonable accuracy, but, unfortunately, not having acquired a taste for reading. Year by year, from disuse, part of their knowledge slips from them. Similarly with writing. Then, by-and-bye, at election times, they rank as "illiterates," and by their number invite unflattering comments. If by any means this class could be induced to keep up their reading and writing after leaving school, and not suffer them to rust unused, an unmerited reproach on our system of education would be removed.

The second branch to which I attach particular importance is letter-writing. The change in the Programme which made it necessary to teach this subject to Fifth and Sixth Classes has been most beneficial. Nothing showed this better than the woful attempts made by the pupils at their first introduction to this subject. The regularity with which "I takes up my pen to let you know," the cheerful disregard of punctuation, the complete disdain of capital letters, were things to be remembered. The improvement since then is great. The form of a letter is now universally observed. The beginning and ending are correctly written. Much originality in the body of the letter cannot be looked for, though it is sometimes obtained, and occasionally stake some startling or amusing shape. Remarks which bear unmistakably the impress of the pupil's own mind should be greatly encouraged by the teacher. Generally speaking, the Results Programme affords more room for mechanical skill than originality. Any direction, therefore, in which this may find play should be carefully taken advantage of by the teacher.

In nearly all the houses of the West there is some absent member of the family to be communicated with—either gone to America, or at harvest work in England. There is nothing, I am assured, of which the parents are more proud than the ability of one of their little children to turn out a neat and well written letter to those over the sea. They can hardly be supposed to have any vivid appreciation of the merits of grammar or geography, or even arithmetic, but here is something tangible. The senior members of the household, "no great scholars themselves," and not to be entrusted with any more onerous duty than putting on the stamp, take great delight in the finished performance. It brings directly home to them the advantages of education.

The teaching of grammar, as pointed out by Mr. Stronge in his report for 1890, should be brought to bear on accuracy in letter-writing, and with his further remark that letter-writing might be advantageously taught in even more junior classes than at present, I heartily concur. No subject can be of more importance. Ability to write a decent letter is one on which there will be constant demands in daily life; ability to solve a complicated sum in stocks and shares will be rarely drawn upon, especially in such a district as that surrounding Westport.

I may now say something as to the most important subject in the Programme for female pupils—needlework. Much good has been done by the extension of the time to be devoted to this subject, and the

additions to the Programme. The great majority of the girls in this district either go to America, enter service at home, or become wives of labouring men in their own locality. A good knowledge of plain needlework, of knitting, darning, &c., is most useful in any one of these spheres. Inquiries at incidental visits now generally show that the pinafores of the senior pupils have been made by themselves. Sometimes, however, they are bought in shops, though in such cases costing a few additional pence.

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The new Industrial Programme has been taken up in about a dozen schools, and in every instance with very fair success. This cannot be regarded as unsatisfactory in a poor district, where in case of many schools no girls remain to reach sixth class. The advantages of the new Programme are obvious, and I am convinced that it will make headway in the future. Arguments for the retention of the old Programme, as far as this district is concerned, will carry no conviction. The most probable destinations in life for the girls I have already pointed out. To be able to extract square root accurately, to tell the capital of the island of Trinidad, and to have mastered the mysteries of the nominative of address, may be useful accomplishments; but in any one of the destinations mentioned this knowledge will compare but badly with that to be acquired by instruction in industrial work. No doubt there are difficulties. Owing to the class of children who attend, the scheme would not be at all suitable in some of the largest schools in this district. The cost of materials is objected to in other cases. Want of skill on the teacher's part is an obstacle. I think that some teachers are unreasonably afraid to venture on the untried ground. Looking at the matter even from that very reprehensible point of view—the pecuniary one—I do not see what reason there is to fear. Of the 14s. 6d. total fees to be earned by any pupil, certainly 11s. 6d. can be secured with ease. This is much higher than the average fee obtained under the old Programme.

Industrial
Programme

The special industries taken up were generally—A¹, dressmaking, &c.; Special A², crocheting of jerseys, &c.; and B², Mountmellick work. I attach Industries. most importance to specimen garments made during the year, and exhibited at the examination. Owing to the limited amount of time at our disposal, not much work can be done on the day of examination, and these must constitute the main data. In nearly all cases these specimens were well executed, in some they were excellent. A considerate view of the requirements of the Programme is necessary at the outset, and as teachers find this out, they will be gradually led to adopt the scheme in greater numbers.

There are three Convent schools in the district, and to these schools Convent Schools. is entrusted the education of the girls in the three towns of Castlebar, Westport, and Newport. It could not be in better hands. The good answering of the children at examination, their excellent training in habits of neatness, order, and politeness, make it a pleasure to examine these schools. They are all centres of valuable educational work. Kindergarten has been taken up in St. Patrick's Convent National School and has been taught with great skill and success. The little children are very much interested in it, and the study of Kindergarten seems to sharpen their faculties for the work of the senior classes.

There is one Industrial Department—St. Columba's—in the town of Industrial Westport. As to the literary education, all the pupils invariably pass in Department. every subject. The answering is excellent in every respect, and discipline is equally to be praised.

Appendix G.

Mr. J.
M'Neill.
Westport.
Managers.

My intercourse with managers has been very pleasant. They are very often present at the Results Examination, and take a lively interest in the progress of the school and the success of the pupils. Any suggestions I may have to make are cordially received. The attendance throughout the district is irregular, but would be much worse were it not for the active exercise of the manager's influence to induce the pupils to attend. A large number of new schoolhouses have been built by them of late, and more are in prospect.

Teachers.

The teachers in this district have, I suppose, as much to contend with as any others in Ireland. Nevertheless the quality of their work distinctly deserves commendation. My predecessors, Messrs. M'Elwaine and Mullally, were unremitting in their efforts to raise the standard of proficiency, and the district was handed over to me in good working order. On the whole a large amount of useful work is done from year to year, a large number of children sent out into life with a fair equipment of knowledge. Many of our best and brightest pupils go to America, there to become useful citizens. We educate them as in duty bound, America reaps the advantage.

The
children.

A word before closing in praise of the children. One cannot help noticing continually their brightness, good humour, and readiness. Nothing could induce me to believe that there is better teaching material any where than these little Westerners. It is a pleasure to see their sharpness, and their sense of fun, which not even the grinding pressure of poverty has been able to subdue.

I am, gentlemen, your obedient servant,

J. M'NEILL.

The Secretaries,
Education Office.

MR. J. MORAN, LL.D., District Inspector.

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Dr.
Moran,
Trim.

Trim, County Meath,
5th March, 1892.

The
District.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners, the following General Report on the Trim District for the results year ended 29th February, 1892.

The district comprises the greater part of Meath, with portions of Cavan, Westmeath, and Kildare. The number of schools in operation is 139, of which four are Convent schools, and four are Poor Law Union schools. There is also a Model School at Trim, of which only the boys' department is in operation. Two schools have been transferred to me from one of the Dublin districts. The transfer takes place from 1st March, 1892. This makes the total number of schools under my inspection 141.

Before taking charge of this district (in October, 1889), I had been for 10½ years Inspector of the Northern Belfast District. Having been accustomed to meet with a high degree of proficiency, I came to Trim with the expectation that I should meet with inferior work. It was

with much satisfaction I found my anticipations not realised. I believe that, with the exception of the Belfast districts, there are few in Ireland in which the proficiency is higher. The writing exercises are, with some exceptions, as good as in any other district in which I have inspected.

Since 1st October, 1889, the Model School has been taught by Mr. Peyton, A.B., with a degree of success which is truly admirable. I believe I have never examined a better school. In addition to the ordinary subjects of the school programme, drawing and French are taught by the Head Master, and Latin by Mr. O'Regan, the able and zealous assistant. The degree of proficiency in both ordinary and extra subjects is excellent.

Of the four Convent schools, one is in Trim, two in Navan, and one at Kells. I am happy to be able to report most favourably on the proficiency, order and discipline in each. Indeed it is a pleasure to an Inspector to examine these fine schools.

The important Endowed Schools at Oldcastle are in this district. It is not easy to estimate the benefit conferred by these schools on the town of Oldcastle and its neighbourhood. It may be regarded as a training school for teachers on a small scale. Some of the best teachers in this and other districts have been trained in these schools. I examined in the girls' school fifty-five pupils in sixth class on one occasion. The extent and accuracy of their information was to me surprising—even after my large Belfast experience.

In addition to the important schools I have referred to, I could point to several ordinary National schools in which the proficiency is excellent. Loughcrew, one of the best schools in Ireland, is in the immediate vicinity of Oldcastle.

Teachers.—The few remarks I have already made are sufficient to show my estimation of the teachers of the district. I believe they can compare favourably with the teachers of any other district in Ireland. They are a highly respectable body of public instructors; and, so far as I have been able to ascertain, their character is, without a single exception, unimpeachable. They are zealous and successful in the discharge of their important duties; and their honesty and straightforwardness are excellent. I have scarcely found a single attempt at deception or falsification of any kind.

Monitors.—These young people promise to be worthy successors of their instructors. They are punctual in their attendance, attentive to their school duties and to their studies, and carefully instructed by their teachers. The records of the July Examinations will amply bear out this statement.

Managers.—I am happy to be in a position to state that the relations between the managers and myself are uniformly friendly. They are, as a rule, deeply interested in the welfare of the schools. Their exertions to secure a punctual attendance of the pupils are most praiseworthy. In very many cases the manager is present during the greater portion of the examination. In other cases they consider that their presence may tend to hamper the answering, as children will sometimes not answer a question in the manager's presence if they are not sure the answer is the correct one.

During the results year just ended I have examined and reported on 141 schools in this district. Besides these results reports, I have reported on the incidental form on fifty schools. Altogether I have paid 116 incidental visits, on several of which I have not deemed it necessary

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Reports on
State of
Schools.

Dr.
Navan.
Trim.
Trim Model
School.

Convent
Schools.

Endowed
Schools.

Teachers.

Monitors.

Managers.

Inspector's
Work.

- Appendix C.* to furnish a report. In addition to this work (performed mainly on outside car), I examined two of the Central Model Schools in Marlborough-street, the Golden Bridge Convent School, four schools at St. James's, and the three schools attached to Kildare Place Training College. I have had, besides, more than my share of special work for the Commissioners, to which it is not necessary here to refer.
- Reports on State of Schools.* *Dr. Moran.* *Tenn.* *School-houses.*
- School-houses.*—The schoolhouses are, with a few exceptions, suitable, and in good repair. All the schools, except four, are provided with out-offices. The premises, furniture, and teaching appliances are, as a rule, satisfactory.
- Reading.* *Reading.*—The reading is, generally speaking, accurate and fluent—that is, the pupils readily know the words at sight. In many cases the children read with intelligence, but this is only where proper attention is paid to the subject matter. Explanation of unusual words and phrases does not receive the amount of attention it deserves. The repetition of poetry is, with some exceptions, hurried and inaccurate.
- Writing.* *Writing.*—This important subject receives a fair amount of attention. In many cases an injudicious selection of copies leads to failure in imitation of the head-line. Unfortunately, in some of our series the head-lines are so fine—too much like “copperplate,” and not writing—that it is impossible for young children to imitate them. The aim should be to provide *written*, not what are virtually *printed* specimens for imitation. Where such head-lines are used, I observe that the writing of the senior classes is inferior. It is in the junior classes the hand-writing is formed. In setting lines for imitation in first class I insist that the blackboard be ruled above and below the line, so as to give the children the entire picture they are to imitate. The writing can in this manner be taught better and in half the time.
- Arithmetic.* *Arithmetic.*—This subject continues to receive the most careful attention. It is surprising to me to see the facility with which pupils of tender age work the difficult questions on our arithmetical cards.
- Spelling.* *Spelling.* is fairly taught. The greatest number of failures is in dictation of fourth class. The foundation in this subject is also laid in the junior classes. I have always observed that when spelling is bad in second class it is weak along the line, even up to sixth class.
- Grammar.* *Grammar.* is in some cases well taught; but, on the whole, it is the weakest subject in the school programme. It sometimes unfortunately happens that the teacher's knowledge of this subject is only limited; and in such cases the parsing in Sixth Class is not good. I believe this subject should not be begun before the pupil reaches the Fourth Class.
- Geography.* *Geography.* is carefully attended to. Map drawing is very poor—even by the monitors. This is the most unsatisfactory change I have experienced in coming here from Belfast. It must be admitted that in schools where *drawing* is not taught, the drawing of outline maps cannot be so good.
- Agriculture.* *Agriculture.*—This important subject has become a favourite one of late. The answering is, as a rule, either good or fairly satisfactory. A rote knowledge of the text-book is too much relied on. A judicious examination awakens the necessity of attending more to practical knowledge. I sometimes ask a pupil to repeat the Norfolk four-course in the rotation of crops. This he does with the greatest facility; but when I ask what is to be sown after the fourth year expires, he is quite at a loss for an answer; and in some cases the answers were very amusing.

Optional and Extra Branches.—*Vocal music* is well taught in the Convent Schools, and in some of the ordinary National Schools. The teachers here act prudently in teaching singing. They teach those only who can sing: so that an Inspector has not the same trouble in weeding out those who cannot sing a note. *Drawing* is well taught in the Convent Schools, and fairly taught in a few other schools. *Book-keeping* is met with frequently. I would beg leave to repeat a suggestion I made several years ago in reference to this optional subject—that it commence with three or four sets in V¹ Class. The pupils who leave school after an examination in two sets in V¹ Class, have no knowledge whatever of the subject, these sets being merely introductory. *Instrumental music, cookery, French, &c.*, are taught in the Convent Schools with great success. French and Latin are admirably taught at the Trim Model School. The same may be said of Greek, Latin and French at the Oldcastle Boys' School. Algebra, and Geometry and Mensuration are frequently attempted; but the proficiency is not high, except at Trim and Oldcastle. *Kindergarten* is well taught in the Convent Schools, and at St. James's Infant School at Athboy. I am happy to say it has been introduced into the Infant School at Oldcastle. I happen to be fortunate in all these schools; but I believe that where Kindergarten is not properly taught, it is worse than waste of time. No certificate ought to be awarded without a training of a few weeks at a good infant school—such as the Central Infant Model School at Marlborough-street. I examined this school last May for Results Fees; and I can therefore speak in the highest terms of the manner in which the Kindergarten exercises were carried out. *Handicraft* has, I understand, been introduced at Oldcastle. This is, I believe, the only school in the district in which it is carried on. I was the examiner in Handicraft at the Central Model Schools last May; and my experience of that examination convinced me that it is a mistake to begin too soon—unless small tools are provided for little boys. A large plane or saw in the hands of a child eleven or twelve years of age looked strange.

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Reports on
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Dr.
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Trim.
Optional
and Extra
Branches.

Alternative Scheme for Sixth Class Girls.—The Industrial programme has been very generally adopted in this district—not more than 21 having sought for exemption. In some cases—where the children are poor especially, there is some difficulty in providing materials, but it is to be hoped this difficulty will gradually diminish. The teachers have succeeded far better than I had anticipated in imparting a knowledge of these industrial pursuits to the pupils. In most cases the knowledge of the reading books selected is good. I cannot say so much for the second literary subject—the composition. The latter is, in most cases, crude and meagre. But improvement in this subject is to be expected; especially as so many of our teachers now receive the advantages of a course of training. The number of exemptions sought is likely to increase; as, in some cases, the alternative scheme is unpopular with the teachers, and in others with the parents. To obviate this, I beg leave to propose a new departure, viz., to insist on it for payment in sixth class, second year, and in first year in the case of girls who have passed their fourteenth year. It sometimes happens that girls of 12 years are removed to sixth class. These pupils would remain longer at school if allowed to spend one year in the literary course. For such girls I believe it would be desirable to make the exception, which I beg leave to suggest. For girls of 14 or upwards, and for girls in sixth class, second year, I would have no exemption whatever.

Alternative
(Industrial)
Scheme.

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Dr. Moran.

Trim.

Needlework in the other classes has, except in a few cases, received increased attention since the adoption of the new programme. I am happy to be able to state that this important branch of education in our schools is very popular with the managers. The great amusement of the day is the exhibition of all the worked specimens that had been put by for the important day of examination. The articles are, in most cases, neatly and tastefully made.

I have the honour to be, gentlemen, your obedient servant,

JOHN MORAN.

Mr. M.
Sullivan.Dublin
North.

Mr. M. SULLIVAN, LL.B., District Inspector.

Dublin.

The
District.

GENTLEMEN,—I beg to submit the following General Report on District 30, for the information of the Commissioners.

During four years ended January 1892, I had charge of North Dublin District. With some not important exceptions, the district includes the portion of the City of Dublin lying north of the River Liffey, and the portions of Dublin County which lie to the north of the city. It also includes a small portion of Meath. It thus embraces about one-third of Dublin City, Malahide, Swords, Lusk, Rush, Skerries, Balbriggan, Ashford, Ratoath, Dunboyne, Blanchardstown, Castleknock, and the rural portions of Dublin and Meath which lie around and between these towns.

Improved
school
seen on mo-
dell.

During the four years to which this Report refers, a great deal has been done towards providing better accommodation for school-children. In Phibsboro' an excellent schoolhouse, capable of accommodating eight hundred pupils, replaces the old, dingy, and over-crowded structure. I doubt whether there are finer schoolrooms in Ireland than those built at Phibsboro'. For many years the old school-house in Mountjoy-street was dangerously over-crowded; it has been replaced by spacious rooms in the new building in Wellington-street. For a long time a great deal of useful work was done, under unfavourable circumstances, in the unsightly and wholly unsuitable building off North Brunswick-street, which was used as a school; this has been closed, and in place of it very handsome and commodious schoolrooms have been provided. Two well-furnished schools—Howth Road Male and Howth Road Female—have been built and opened near Clontarf. In the town of Swords a new school for advanced girls, one for infant girls, and one for infant boys—three in all—have been added. Four years ago the number of National Schools in Swords was three, now there are six. In Blanchardstown a substantial new house replaces an unsuitable old cabin, and a similar improvement has been effected in Ashbourne. In other cases preparatory steps have been taken. A short time will see a much needed school for boys in Finglas, and the temporary structure now recognized in Eccles-lane will, I have no doubt, soon give place to a proper building. Other works, too, are in contemplation. Building the schools named has given much care, trouble, and anxiety to managers. There are generally considerable difficulties in procuring sites, correspondence and interviews consume much time, tradesmen and contractors require attention. In undertaking to build a new school a manager is preparing worry and annoyance for himself, and his reward must arise in part from the consciousness that he has helped

to confer a great boon on the young people in his locality. I have often thought that the exertions of managers in providing good schoolhouses are not sufficiently appreciated. Without a suitable building it is almost impossible to have an efficient school; teachers and pupils suffer from a small, ill-ventilated, badly-lighted structure. And though, as I have just pointed out, a great deal has already been done, still much remains to be accomplished before the school accommodation of the district can be considered quite satisfactory.

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Reports on
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Every schoolhouse should have a suitable playground. Playgrounds are far more desirable in cities than in the country, but unfortunately, in places like Dublin, building ground is expensive, and consequently many schools have nothing better than small "yards." By and bye, when people more clearly see the importance of every thing connected with school life, the additional expense entailed by providing every school with a suitable playground will, I trust, be readily borne.

Managers'
exertions in
providing
schools.

Important as are the school-buildings from an educational point of view, the teachers in these are, of course, far more important. I have known teachers who have had really good schools in miserable houses, and, on the other hand, an inefficient teacher is little changed by placing him in an excellent schoolroom. Generally speaking, principal teachers are not anxious to move from one school to another. An energetic teacher soon improves a school and so increases his emoluments; manager and parents appreciate his services, and so are anxious to retain them. Year after year passes; the teacher settles down definitely and becomes one of the community in which he was at first a stranger. Nor does an inefficient teacher readily move; he often comes to a place fortified by "recommendations" and "testimonials." A few years pass before his inefficiency is well known; various excuses are put forward in his behalf; he makes himself agreeable, or useful in some ways; he has a wife and a young family; the manager, very naturally, shrinks from the odium of "throwing him on the world." One generation of pupils after another passes through the school—a boy's school-life is generally six or seven years—the intelligence and the future prospects of the pupils are irretrievably damaged by the teacher's inefficiency, many parents keep their children altogether at home, and most parents send them irregularly; the teacher grows older and worse; he has no wish to move, it would be quite hopeless for him to look for another school, and ultimately all agree that nothing can be done until he "goes out on pension." The "principal teachers" in the district numbered 104 when I took charge (1888). Since that time 18 have left. Of these, 3 died, 3 retired on pension, 3 went to other occupations, 3 voluntarily sought better schools in other districts, 2 were unable to maintain the minimum average required, and so the schools were struck off, and only in 4 cases were the principals removed by the managers. In each of these 4 cases the manager anxiously endeavoured to obtain the services of a better teacher, and, in at least 3 of the 4, the manager has succeeded. These 4 cases represent the managers' direct endeavours to improve the schools by selecting the fittest teachers; but these 4 cases do not represent the total influence of managers in the selection of teachers. The vacancies (14) which were caused by other influences than those of managers were, in 6 instances, filled up by teachers who are, I believe, more efficient than those who left—in 4 cases by teachers who are less efficient—and in 4 it is not yet possible to judge. Again, 13 schools which did not exist four years ago have been established; to 6 of these managers promoted assistants already in their services, and

Managers.
Their selection
of
teachers.

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6 others were selected because they were well-classed and favourably recommended.

Of course a manager's influence on his teachers does not cease after their appointment. A vigilant manager does much good by encouraging and stimulating them, whereas a less active manager allows them to act nearly as they please.

The figures which I have given show that a manager's influence on his teachers—and, consequently, on the efficiency of the school—is best and most easily exerted when selecting new principals. Once selected, the principal is very likely to remain for years in a school, and manager's power to change an indifferent teacher into a good one is comparatively small.

Assistants change far more rapidly than principals, but their influence on the school is far less than that of the principals. An energetic assistant very often endeavours to obtain a principalship, and an active principal soon brings the demerits of a worthless assistant under manager's notice.

Taking the district as a whole, and dwelling chiefly on the character of the teachers appointed during the past four years, I think there has been steady, though by no means, rapid improvement. A teacher may have served several years and yet be far from the age which would secure him a moderately competent pension. In such cases, even though the teacher may not be efficient, his manager permits him to continue in charge. There are still some such in the district.

New
teachers ;
their pre-
paration.

There would of course be no use in removing an inefficient teacher unless he is replaced by a better. In future every new teacher must have served five years as monitor or must have spent two years in a training college. In some cases new teachers have both served as monitors and passed through a training college. Monitors in good schools generally become good teachers ; a monitor who serves in an indifferent school rarely becomes an efficient teacher. A good school is a better place for giving practical instruction in the art of teaching than any college. I am strongly of opinion that monitors should be awarded to schools only which are markedly efficient, and that, as a general rule, no young person should be received into a training college unless he has served satisfactorily as monitor. With five years' apprenticeship in good schools, and two years in a training college, our young teachers ought soon be all that could be wished.

Monitors.

It need not be feared that the supply of monitors would not be sufficient. In this district there are about 170 monitors. The district could not possibly find employment for half this number as teachers. Most of them see this, and so after a few years they pass away to other occupations. In Dublin city, intelligent well-educated boys can easily find employment, and in this district generally a male monitor very rarely becomes a teacher. Girls find it more difficult to obtain remunerative employment, and so the number of unemployed classed female monitors is considerable. Many teachers are disposed to look on monitors as junior assistants, and to forget that the chief object of their appointment is to have them trained properly in the art of teaching. No doubt the monitors get full *practice* in this art—the Board's Rules wisely say that under no circumstances should a monitor teach more than three hours a day—and in general teachers exact the full three hours—but it is sometimes forgotten that mere "practice" is not sufficient, and that monitors, especially at first, require carefully training. When examining monitors in the schools, I generally found that the prescribed portions of the various books on the programme had been

fairly made up, but in many cases the art of teaching had not received equal attention. Appendix C.

From monitors to pupils is an easy transition. In general the ages of school-going persons are between six and fourteen, but in Dublin city there are numerous schools devoted specially to infants, and consequently children of five, of four, and even of three years attend in large numbers. In this district the Infants' schools are, in general, well attended. In some the rooms are spacious and well ventilated, but this is not the case in all. A crowded Infants' school is generally noisy, and when so it is almost impossible to teach the children properly. The additional fee has caused Kindergarten to be introduced into nearly every Infants' school in the district, but in several with very partial success. A really good Kindergarten teacher is very rare. No doubt in time there will be improvement in this respect, but there is much room for improvement. The Infants' schools of the district have succeeded in causing a great number of very young children,—three to seven years—to attend with fair regularity, this in itself is a considerable gain, as such children are very likely when they grow older to attend more advanced schools. Girls who have passed from Infants' schools find in all parts of the district suitable advanced schools, but in some parts of Dublin city additional schools for boys are required.

The programme for infants is, wisely, very simple. A few pages of First Book—words of three or four letters—are alone required, even from an "infant" 8 years old. Infants are not examined in writing or in arithmetic. An ordinary child of 5, 6, or 7, could learn to read the prescribed portion of First Book in 6 or 8 months. But a child may spend six years of regular attendance, going over—again and again—the same dreary lines, and at the end may have learned nothing else. This, of course, is an extreme case, and I give it as such. But it is not unusual to meet in schools big girls of 7 or 8—probably more, if their ages were correctly known—who have passed again and again, and yet again, as infants. Each year a fee is paid for the "pass," but the pass does not indicate progress. I am no advocate for pushing on young children too fast, but to keep them year after year repeating a few words which they know by rote cannot be good. It must tend to make them inattentive, and careless, and stupid. In a well-taught school there should be neither strain nor hurry, but each child should constantly and steadily make progress. Each child can attend school for a certain number of years, and if any one of these years is lost, either by absence from school or by the pupil's failing to make progress while in school, the result is that the boy or girl eventually leaves school after passing in a class one stage lower than the class in which he should have passed. He leaves after passing in 5² instead of 6th; or in 5¹ instead of 5², or in 4th instead of 5¹, or 3rd instead of 4th. When two years are lost the effect is doubled. Everyone knows that the class in which a boy passes before he leaves school is to him a matter of much importance. A boy who passes respectably in 5th class is able to read an ordinary book, to write a simple letter, and to make up the prices of ordinary quantities of meat, or corn, or cloth, whereas a boy leaving school after passing in 3rd class can do no one of these things, and soon forgets most of what he has been taught. But though everyone sees all this, everyone does not see that a year lost when a pupil is 6, or 7, or 8 years, ultimately produces much the same evil results as a year lost when he is older. Time lost in early youth—lost generally because the pupils are not sent regularly to school, lost sometimes because boys and girls of seven and eight years are kept

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Pupils.
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school.

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 —
- too long in the Infants' class—accounts for the fact that many pupils when finishing their school-course are only in 3rd class. I know a school—with slight exceptions I might say there are several such—which is the only school for a considerable locality, and in which for the past ten years no single pupil passed in a class higher than 3rd. In connexion with this matter it is much to be wished that the ages of children should be correctly ascertained when they first attend school. The natural tendency is to under-estimate children's ages, and any error in this way is likely to cause one or two years of the pupil's school-life to be wasted.
- Irregular*
attendance. In many parts of the city of Dublin the attendance is extremely irregular. A great many children who are nominally "attending school," attend for a few days only.
- Programme* I shall now offer some remarks on the proficiency generally attained by the schools of the district in the various subjects of the Programme.
- Reading.* The pupils can, in general, read the prescribed books with moderate ease—in some cases with fluency. Passes in this important subject reached a high percentage. But comparatively few fully understand what they read; in other words "explanation" does not receive the attention which it deserves.
- Writing.* *Penmanship* continues to make steady progress. In the senior classes (V¹, V², VI.) the pupils are expected to write a letter on a simple subject. In many cases the "letter" is badly done. Many of the teachers do not seem skilful in dealing with this important subject—letter-writing. The "letters" in the pupils' exercise books are not sufficiently numerous; the subject matter is not always well chosen, and the "letters" are not written with sufficient care. I think that the transcription of "letters"—mere copying—should be introduced in fourth class. Copying suitable letters would make the pupils acquainted with, at least, the *form* of a letter, would simplify teachers' work with fifth class pupils, and might be of some use to pupils who had to complete their school course while in fourth class.
- Arithmetic.* Most schools use "cards" with questions similar to those on our examination cards. The pupils spend much time in working the questions on these "cards," and so towards the close of the school year many attain facility and expertness. There is little explanation of principles. I have endeavoured, with some success, to make the teachers see the great importance of causing the pupils to become *thoroughly acquainted* with the prescribed arithmetical tables, and with the proper manner of using these tables. Mental arithmetic is not successfully taught.
- Spelling.* Oral spelling is well taught, but many who spell well orally spell badly when writing from dictation. And it often happens that a pupil who has written correctly one or two fairly difficult sentences from the prescribed lesson-books, makes gross errors when writing comparatively simple words in a "letter."
- Grammar.* In general this subject is not well taught. I think it would be an advantage to postpone the introduction of grammar until the pupils reach fourth class. A great deal of what one hears as "grammar" in third class is more *guessing*.
- Geography.* The pupils can point out places on the prescribed maps fairly. In many schools the programme in geography for sixth class is considered rather difficult. As mentioned in a former report I should wish to see good county maps sold at a cheap rate to our schools.
- Needle-*
work. Now that it is imperative on every girls' school to devote at least one hour each day to needlework, this important subject is making steady progress. Hemming, top-sewing, stitching, and the making of button-holes are in general very fairly taught. Where the teacher understands

the art of dress-making she is, in general, willing to teach it, but some of our teachers have never made a dress and consequently they do not like this portion of the subject. In most of the large city schools the "Literary Programme" for sixth class has been chosen in preference to the "Industrial Programme," but as the advantages of the latter become known it will, I dare say, be more generally adopted. Perhaps, too, it is well that the change should be gradual. Teachers who have spent the greater part of a life-time in instructing sixth class in "Literary Subjects," cannot be expected to embrace readily an "Industrial Programme." In the schools which have fully accepted the "Industrial Programme," a fair beginning has been made. Dress-making and Crocheting are most generally taken.

Fair progress has been made in this subject. In general the exercises are neatly written.

In every rural school conducted by a master, agriculture is taught. For fourth class the text-book in use is rather difficult, and—perhaps partly for this reason—the subject is not popular. In a former Report I suggested that specimens of some of the plants, seeds, &c., mentioned in the text-book should be prepared—this could be done, I dare say, at the Model Farm—and sold to schools. For example the text-book ("Practical Farming") gives descriptions and representations of various grasses—rye-grasses, cocksfoot, timothy, meadow fox-tail, the fescues, &c.—these are useful, but not nearly as useful as would be small bundles of the actual grasses. So, too, samples of the various kinds of oats, and barley, and potatoes mentioned in the text-book, could be sold at a very small cost. Of course an intelligent teacher could, himself, procure all these things, but up to the present teachers have not done so, and it would be well to encourage them to make a beginning.

In the City of Dublin the tonic sol-fa system has been adopted in most of the large schools, and on the whole with satisfactory results. Singing is taught in a few only of the rural schools.

The success attending the teaching of the important subject Drawing is very moderate.

Geometry and algebra are taught in several schools, and with fair success; French and Latin in a few schools. Practical cookery has been introduced into four schools.

During the four years which I spent in North Dublin District, I experienced much kindness from managers and teachers, and I feel grateful for it. I found the managers willing to listen to suggestions, and anxious to carry out improvements, even when these improvements caused trouble and expense. The teachers of the district are a highly respectable body of public servants, faithful and earnest in the discharge of their duties. In the city they work under many disadvantages; living is expensive, the attendance is irregular, the air in the schools is heavy. But, both in the city and in the country, the teachers are courteous and obliging, gentle and kind to the pupils, anxious for the success of their various classes, yet bearing disappointment, when it comes, with patient cheerfulness. The answering of pupils sometimes disappoints even a good teacher, yet I cannot recall a single impatient or harsh expression used by any teacher during the past four years. I leave the district with very warm feelings of goodwill for managers and teachers.

I have the honour to be, gentlemen,

Your obedient servant,

M. SULLIVAN.

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Book-
keeping.

Agriculture.

Singing.
Drawing.

Other
extras.

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Mr. A. P.
Morgan,
Galway.

The
District.

Mr. A. P. MORGAN, A.B., District Inspector.

Galway, 5th March, 1892.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners my general report on the state of education in the National schools which have been under my inspection during the past two years and five months.

The district, of which Galway is the official centre, lies almost entirely within the county of Galway—five of the one hundred and thirty schools are in county Mayo—and includes the country between the western shore of Lough Corrib and the Atlantic from Galway to Killary Harbour, together with the Arran Islands and about ten square miles at the eastern side of Lough Corrib in the vicinity of the village of Headford.

The only important town is Galway, the villages of Clifden, Oughterard and Headford having each less than 1,500 inhabitants. A great portion of the interior of the district is occupied by mountains, lakes and marshes, and is very thinly inhabited, while the population along the coast is extremely dense, so much so that only seven of the ninety schools which are situated west of a line drawn from Galway to Oughterard and thence to Letterfrack are more than half a mile from the sea. In this western part of the county the land is extremely poor, very little tillage is attempted, as the soil is unfit for the production of any crop but potatoes, rye, and in some places oats. The people who live on the seaboard eke out a miserable existence by kelp-making, fishing, and along the shores of Galway Bay and Greatman's Bay exporting turf to county Clare. Some attempts have been made by private individuals to set on foot industrial occupations for the people, and these efforts have already met with fair success, so that it is expected that the operations of the Congested Districts Board, which has power to make grants in aid of improved fishing boats and apparatus, improved breeds of cattle and poultry, knitting, weaving and other branches of industrial occupation, will materially alter the condition of this, at present, poverty-stricken region.

The children here who are badly fed, badly clothed, whose parents are generally illiterate, and whose homes are most wretched cabins, are generally, as might be expected, mentally inferior to those in most parts of Ireland.

To the east of the road from Galway to Oughterard the character of the country improves very much, tillage and stock-rearing being the chief occupation of the small landholders, who are, especially in the neighbourhood of Headford, in fairly comfortable circumstances. In this part of the district the parents have some idea of the expediency of availing themselves of the educational advantages offered to their children, and a fair number of the schools are in a high state of efficiency.

In the town of Galway the greater number of the National Schools are under my inspection, and though the pupils attend more regularly than in the country, still the disparity between the average number on rolls and the average attendance is about thirty-five per cent.

There were during the past year, on an average, 12,319 pupils on the rolls of the 130 schools, the average attendance for the same period was only 7,120=57·8 per cent.

The annual statistics show that :—

| | |
|--|--|
| In 21 Schools the average attendance was | less than 50 per cent. of the No. on rolls. |
| " 49 " " " | between 50 and 60 per cent. of the No. on rolls. |
| " 45 " " " | between 60 and 70 per cent. of the No. on rolls. |
| " 7 " " " | over 70 per cent. of the No. on rolls. |

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Mr. A. P.
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Attendance.

The attendance has been most irregular in the most isolated localities, where the poverty and illiteracy of the parents present formidable obstacles. I am well aware that great efforts have been consistently made by the managers throughout my district to induce the parents to send their children regularly to school, but even where the most strenuous exertions have been made the result has been unsatisfactory. One reverend gentleman, for instance, in addition to distributing clothes to all the pupils who were said to have been kept away from school for want of them; arranged that each of the parents of 367 pupils on the rolls of two schools should be visited regularly by one of the teachers of these schools, in case of non-attendance of the children, yet at the end of the results year the annual average attendance only reached 60 per cent. of the average number on rolls. How long the present unsatisfactory state of affairs is to be allowed to continue is a question which is now under consideration in the House of Commons. Whatever be the fate of the Bill introduced by the Chief Secretary, it is to be hoped that now, when some form of compulsory attendance has been adopted by all European countries, with two or three exceptions, and by a great majority of the United States and British Colonies, the passing of a compulsory law will make people in this country recognize that the State regards them as neglecting their duty if their children remain uneducated.

School
houses.

Of the total number of schools there are 8 vested in the Commissioners, 65 vested in Trustees and 57 non-vested. Three vested schools now in course of erection will soon replace an equal number of the worst of the non-vested buildings, and applications for grants in aid of five others, also to be vested in Trustees, are at present under consideration. The schools vested in the Commissioners are kept in good repair, most of those vested in Trustees are fair, of the non-vested schools 18 are in a bad condition. Two schools have been struck off the rolls on my recommendation since I took charge of the district. The repairs needed from time to time in schools vested in Trustees are in nearly every case carried out at the expense of the managers, as no local fund exists for the purpose, and the Trustees uniformly disregard their obligations in the matter. A large number of the schools are, as I have already stated, situated on the shore of the Atlantic, and the gales which occur during the autumn and winter months frequently do great damage to the roofs of the school buildings. One manager informed me that the great storm of October, 1889, cost him at least £30 in repairs.

Accommo-
dation.

The total amount of accommodation provided in the district is sufficient for 11,727 children, a number which represents 95 per cent. of the average number on rolls. Additional space will be provided by the school-houses now being built and those whose erection is under consideration.

Teachers'
residences.

The greatest hardship which the teachers have to endure in a large portion of this district is the want of suitable dwelling-places. It has frequently happened that when teachers from other parts of Ireland have come to take charge of a school, they either return without entering upon their duties, or remain only for a few weeks owing to the discomfort and privation they suffer in the wretched cabins where alone they can obtain accommodation. A comfortable house—such as are those built by loan from the Board of Works—appears to be a great inducement to

Appendix C. teachers to remain for a length of time even in isolated localities where the people are very poor, and the classification and attendance of the pupils so low, as to promise but a moderate amount of school and results fees. In the Arran Islands for instance, where the manager provided five Board of Works residences accommodating nine teachers, only two changes have taken place during two years and a half in a teaching staff numbering thirteen, and one of these changes was caused by a death.

There are at present 19 residences built by money borrowed from the Board of Works, in which 30 teachers find accommodation, three times this number are, in my opinion, needed to satisfy the existing want; I am glad, however, to be able to state that several managers have signified to me their intention of applying for loans at an early date.

Managers. The managers of the 130 schools may be classified as follows:—

| | |
|------------------------------------|--------------|
| 29 Roman Catholic Clergymen manage | 117 Schools. |
| 4 Nuns | " 6 " |
| 2 Monks | " 2 " |
| 3 Poor Law Union Clerks | " 3 " |
| 2 Irish Church laymen | " 2 " |
| 1 Roman Catholic laymen | " 1 " |

The majority of the managers visit their schools regularly and take an interest in their progress; a few seldom visit the schools, are slow to carry out necessary repairs and through false sentiment sacrifice the interests of the children by retaining unworthy teachers in charge.

Classification of Teachers.

There are employed in the district 79 male and 80 female teachers, of whom 10 men and 22 women are assistants, their classification is as follows:—

| | Males. | Females. |
|-----------------------------|--------|----------|
| I st | 2 | 3 |
| II nd | 8 | 6 |
| III rd | 33 | 21 |
| Unclassed, | 36 | 39 |
| | - | 1 |

There are also 9 work mistresses employed.

Training.

Of the entire number of teachers, 53, or less than one third, have been trained, 18 in Marlborough-street, 12 in St. Patrick's, and 22 in Our Lady of Mercy Training College. I find that the trained teachers are, as a rule, much more successful as school-keepers than the untrained, but that training is generally regarded rather as an easy means of advancement in classification than as an opportunity for acquiring improved methods of organization and teaching. Considering the demand that already exists for more ample or more generally available opportunities of training and the importance of giving every facility for training to those who obtain classification without it, and taking into account the favourable terms granted to the managers of local training establishments, I am surprised that at least one training college has not been set up in Connaught. If such a college were started I am certain that the number of untrained teachers in this district would very rapidly diminish.

Method of Teaching.

In the schools of most of the teachers who have lately undergone a course of training, and in the Convent and Monastery schools, instruction is carried on in an intelligent fashion. There are, however, I regret to say, some schools in which even such elementary principles as "perpetual employment," "a place for everything and everything in its proper place," would appear never to have been heard of, and where the efforts

of the teacher are entirely devoted to the retail business of earning so many pounds, shillings and pence for so many individual passes in a certain number of subjects. In such schools the pupils who attend irregularly receive but scant attention and there is an absence of any effort to cultivate the intelligence of the pupils or to strengthen their powers of observation, reflection and comparison.

The moral tone of most of the schools I have found satisfactory. Copying at results, examinations is seldom attempted and the pupils are everywhere truthful and respectful to their teachers.

There is great room for improvement with regard to order and discipline. In very few schools are class movements made with precision, the pupils generally march in a straggling fashion, carrying in their hands pens, which should only be in their possession when seated in the desks, and with which they frequently daub their books and themselves. Again, even on the day of the annual results examination, it is not uncommon to see several boys in one class holding their reading-book with one hand while the other is buried deep in their pocket. On my first round of inspection here, I was much struck with the want of order that prevailed. The pupils I found not arranged in the order in which their names appeared on the examination roll, scattered in different parts of the schoolroom, one or two classes in drafts reading, the rest working on slates or paper in the desks, the copybooks written during the year either not forthcoming or much less in number than they should be. An improvement has already been effected so far as the appearance presented by the schools on the day of the annual examination, but I frequently find at unexpected visits that due attention is not being paid to neatness, cleanliness and orderly arrangement of the school furniture and the books, hats, shawls, &c., of the pupils.

Many teachers seem to be unaware of or to disregard the importance of training to orderly and systematic habits their pupils, whose only opportunity of acquiring these habits of such immense practical value in after life is found at school.

At results inspections, when so much of the day must necessarily be occupied by the task of assigning marks in each subject to each individual child, an Inspector has not such means for forming an opinion as to the habits of punctuality, good manners and language, cleanliness and neatness of the pupils, as he has during visits without notice.

Owing to the difficulty of travelling—the average distance of the schools from the centre being 32·6 miles, and more than one-fourth of them being over 50 miles distant—caused by the absence of railway communication, I have been able during the past year to pay only 160 visits to 104 separate schools. I should have liked to pay at least double the number, in order to have increased opportunities for forming an opinion on the matters just mentioned and on the accuracy of the school accounts.

Errors which are the result of carelessness are of frequent occurrence and in isolated schools, where unexpected visits must of necessity be seldom paid, I have detected three or four cases of serious falsification. A Leave of Absence book is now kept in every school in the district. I find it difficult to convince the teachers of the necessity of ascertaining the exact age of infants when first admitted to school, and until they are obliged to obtain and retain some written evidence of birth, I feel sure that inaccuracies in the registers will frequently occur.

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Monitors.

There are employed in the district 14 male and 41 female monitors, a number which I consider to be at present quite sufficient. Two years ago the corresponding numbers were 22 and 61. The decrease has been caused by the resignation of several before the completion of their term of service and by the failure of others at the July and special examinations.

I have been slow to recommend appointments where former monitors have resigned, without some adequate cause, or have failed at the final examination. Of the twenty-two who have obtained classification at the examinations of 1890 and 1891 exactly one-half have already obtained employment as principals or assistants.

The chief defect which I have observed in the training of monitors is that, though they get abundant practice in teaching, and commit to memory large portions of Dr. Joyce's Manual, the master or mistress seldom takes the trouble to see that they carry out, when in charge of a class, the principles which they have learnt so carefully by rote. Among female monitors, knowledge of the lesson-books is frequently very meagre and inaccurate, and many of them fail annually in this subject at the classification examination.

Reading.

There is no subject in the curriculum of National Schools which receives less attention in proportion to its importance than reading. Mere unintelligent mechanical repetition of the words, phrases and sentences of the reading-books is all that any, except the best teachers, seem to expect their pupils to attain to. The cause of this is not far to seek. The language of the greater part of the fifth and sixth books is beyond the comprehension of the pupils, it is in fact an unknown tongue to the children of most rural localities, while the fourth book, though of a more interesting character to children, contains proportionately many more pages than the second and third classes are required to read in a year. In the junior classes a moderate amount of care on the teacher's part should ensure that every pupil had distinct ideas of the drift and meaning of the lessons and words which they read, but until the pass-mark in reading is made to depend to some extent on the explanation by the pupils of what they read, this care will not be bestowed.

I have frequently during incidental visits been present at a reading lesson when the teacher has not devoted any part of the time to explanation of the subject-matter, or, if I have called his attention to this neglect, has appeared quite at a loss how to set about doing so.

The power of reading—not the mere mechanical process—but of reading with a clear understanding of the subject-matter, is the key to most of the knowledge acquired at school by children, they may learn without it to write and to perform arithmetical calculations, but certainly not Grammar, Geography or Agriculture. My experience has been that in schools where explanation is well taught all other subjects are well known.

Writing.

In all classes, writing receives a fair amount of attention. In most schools the same series of copybooks is used throughout and written exercises are regularly performed by the senior pupils. Too much time is spent at transcription by the higher classes, who would be more profitably employed when two writing lessons daily are allowed by the time-table in devoting part of the time to letter-writing or giving on slates or paper a digest in their own words of their last reading lesson.

Spelling.

The senior classes generally spell fairly, the fourth class being in this subject more backward than the fifth or sixth. In the junior classes the spelling is fair except in Irish-speaking localities.

The proficiency in arithmetic is fair up to and including third class and in sixth class; in fourth and fifth classes it is only middling. The way in which questions in fractions, simple proportion and simple interest are worked out, frequently shows that little attention has been paid to the teaching of the principles of arithmetic. I have noticed that the relation between abstract and concrete numbers is not sufficiently dwelt upon in the junior classes, several schools are unprovided with that most necessary adjunct to the introduction of ideas of number to very young pupils—the ball frame.

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Arithmetic,

Grammar is the subject in which, next to explanation, the teaching is inefficient. I regard grammar as one of the most useful subjects on the results programme. The rest of the work done by children at school is in general but an exercise of memory, grammar is an exercise of their wits. It is true that to learn the definitions and rules of grammar is but an exercise of memory. But after learning the definition of a noun, to recognize nouns when they are met with, and to refer them to their definition is an exercise of intelligence. Grammar affords the teacher the means of opening a child's understanding and habituating him to think, but as this process of drawing out the thinking power of children is attended with some difficulty, and the fee for a pass in grammar is small, it is only in good schools that the proficiency is more than middling.

Grammar.

The knowledge of map-geography is very fair, and the fifth class (second stage) pupils generally are well acquainted with the information given about Ireland in their text-books. In sixth class, failures frequently occur, the teachers appear to devote too little attention to the geography of the British Isles, and too much to that of the Asiatic and African colonies. As the tide of emigration flows strongly and continuously from West Connaught to America, I have often regretted that the programme for the fifth or sixth class does not require some definite knowledge of the geography of the United States.

Geography.

Owing to the low classification in many of the schools, and especially in boys' schools, the number examined annually in agriculture is not great. As a rule the subject is not well taught. In some schools where there are only two or three boys in classes beyond the third, the teachers make little attempt to give any instruction in agriculture. Owing to the peculiar conditions of the West Galway coast, where the soil is almost unfit for cultivation, a thorough knowledge of the text-book would be of little use to the pupils who, however, generally know very little about it. The subject-matter of the text-book is frequently learnt by heart, and boys will repeat lists of rotations, or state full particulars as to the management of beans and wheat, who have never seen and probably never will see in cultivation any crop except potatoes, rye and oats. In the schools to the east of Lough Corrib, the pupils generally answer with a degree of intelligence which shows that they have some practical knowledge of what they read. The part of the text-book in which the pupils appear to take most interest is that which treats of the rearing and feeding of live stock.

Agriculture.

In 84 of the 101 schools in which any female pupils attend, needle-work is taught. Since the introduction of the new programme a year ago, the girls have become much more expert than they formerly were, especially in the way of cutting-out and making their own garments.

Needle-work.

The industrial programme has been adopted by the majority of the industrial schools, in which there are any girls on the rolls of the sixth class. In

Industrial

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the 25 schools in which it was taught, during last year the results were satisfactory. The subjects most popular have been A¹ (knitting and crochet work) and A² (dressmaking). I have been informed by several teachers, that the parents have been very much pleased that their children should spend two or three hours daily at useful work. In many of the schools nearly all the shirts worn by the boys, and the dresses of the girls have been made by the pupils of sixth and fifth classes. Twenty schools were granted exemption from the operation of the scheme last year, but I believe that in five or six of them it will be adopted during the coming year. In the remainder the chief obstacle is lack of industrial knowledge on the part of the teacher. There is not the least doubt that instruction in the new programme is of much more benefit to the girls who form the sixth class of National Schools, than the knowledge of syntax, compound interest and discount, &c., to the acquisition of which so much time was formerly devoted.

Infants.

A very large proportion of the number on the rolls in the district, about twenty per cent., are in the infant class.

There are six infant departments or infant schools in each of which Kindergarten instruction is given. The system which prevails in rural districts of having separate schools for boys and girls, might in several places be altered for the better, by the substitution of that which is so largely adopted in Scotland, viz., an infant school and a senior school each attended by both sexes, the latter being in charge of a male teacher with a female assistant or workmistress. Only one manager, and his schools are situated in a remote Irish-speaking poverty-stricken locality, has so far adopted this system which has been attended with great success, the results produced in the infant school being phenomenally excellent.

Extra
subjects.

The extra subjects taught are algebra and geometry, each in 20 schools.—only 2 or 3 pupils are, as a rule, presented in each school and the proficiency is in algebra, generally fair, in geometry and mensuration middling. Vocal music is taught in 15 and drawing in 11 schools, the per-centage of passes is higher in the former subject than in the latter.

Music and
Drawing.

Domestic
Economy.

Dress-
making.

Cookery.

Those useful subjects dressmaking and use of the sewing machine, and domestic economy, are each taught in 9 schools, only the pupils of sixth class and a few in fifth are, as a rule, presented, and from sixty to seventy per cent. pass.

In the Convent schools of Clifden, Oughterard, and in both the Galway Convents, practical cookery is well taught. I have been much pleased at the progress in this essential branch of household knowledge, which was taught only in one school when I came to the district. The remaining subjects in which instruction is given are:—Irish in eight schools, French and Instrumental Music in three, Latin, Physical Geography and Hygiene, each, in one school, the proficiency in these subjects, except French, is fair.

I have the honour to be, gentlemen,

Your obedient servant,

ARTHUR P. MORGAN, D.I.

The Secretaries,
Education Office.

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Parson-
stown.

Mr. S. ALLMAN, District Inspector.

Parsonstown, 5th March, 1892.

GENTLEMEN,—There has been no change made in the limits of this district since I had the honour of presenting my last General Report in 1890.

There are now actually in operation 146 schools. One new vested school has been built during the period, to replace a very unsuitable house. A thatched non-vested house was accidentally burnt down, and has been restored by the manager in a better style. Another school has been built, with the aid of the Commissioners, where no school had previously existed. A small village school, under the management of the Rector of the parish, has been taken into connection by your Board, while another small female school has been amalgamated with the neighbouring male school.

As far as I am aware, there is only one locality in the district where a school does not exist within moderate distance of the pupils, and in this instance application has been made by the Parish Priest for aid to build a vested school.

There are not now more than a dozen schools, at any period of the year, inconveniently overcrowded. Although the want of space is felt in few instances, there is, in other respects, much that could be done to make the houses better suited to the purpose for which they are intended. The furniture is in many cases old and worn out, the desks of an obsolete type, the windows too small, the floor of clay, the out-offices in bad repair or altogether absent, the roof unceiled. I have often brought these defects under the notice of the managers, occasionally with the result that the defect has been remedied, but too frequently have received the answer that there were no funds available for the purpose. Much might be done, at comparatively small cost, to brighten the interior of the schoolroom. The practice of the well-to-do parent, who takes pleasure in providing picture books for the amusement of his children, might with advantage be copied by the school manager, in providing instructive and attractive charts and diagrams to interest the children of the poor, who have so few advantages in their own homes.

In some cases I find the teachers have put pictures on the walls, taken from illustrated newspapers, but as they were unmounted, the effect was more tawdry than ornamental. In a school which I visited recently, the mistress had put a strip of gilt moulding along the bottom of each of the music charts. The cost in each case was probably not two pence, while, besides protecting the chart, the idea was given to the visitor, that the mistress was a woman of taste and took an interest in her school. The mind naturally reverted to that other school, where it was observed that when a roller was accidentally torn from a map, it was carefully preserved in the corner of the room, but map and roller never came together again.

In addition to the use of coloured prints, there is another means, too little used, of giving a cheerful look to the schoolhouse. I refer to window gardening. The question of expense can be hardly said to come in. The pupils would do all that was necessary, and only require to be shown the way. It seems to me a pity that the prize for the neatest

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Appendix C. schoolroom, given at one time by the Commissioners, is not still available.

Reports on State of Schools.

Mr. S. Ailman.
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Teachers' residences.

A considerable number of the schools are unprovided with teachers' residences. During the five years that I have been in charge of the district, no manager has availed himself of the advantages of the Teachers' Residences Act. In at least some instances this is due to the apathy of the teachers themselves. In one case, when the manager proposed to take steps in the matter, the teacher preferred to live in the nearest village, three miles away. In another case, the teacher's house was unsuitable, but the rent was low, as low as the interest which he would be called on to pay on the government grant. Several male teachers travel long distances to their schools on bicycles; and several of the weaker sex are provided with vehicles. I think it is very undesirable that a teacher should be permitted to live much over a mile away from his school. In cases when he has to come a considerable distance, there is great temptation to be late on a wet day, or even to remain at home altogether.

Teachers.

Eleven teachers left the service in this district last year, of whom eight were trained. Of their successors seven were trained. One teacher in charge of a school was trained during the year. The number of untrained teachers has consequently not been diminished. Under the existing regulations the number who either cannot or will not avail themselves of the advantages of training will be always considerable. The fact seems to point to the desirability, as recommended in my Report for 1890, of establishing a short course for teachers in charge of schools, and who are over, say thirty-five years of age. To induce such teachers to attend a short course, it should not be made compulsory on their part to undergo examination. They should have the option of competing for promotion at the close of the course, but if they elected not to compete, they should be still entitled to a training diploma. If such a course were instituted, I should have no hesitation in bringing all legitimate pressure to bear on unskilful teachers to make them attend it. At present there is great unwillingness on the part of managers to allow their teachers to be absent for what is practically a whole year. From the entire district there is but one teacher at present in training.

The schools under my charge have, with a few exceptions, made satisfactory progress during the year.

Model Schools.

The Model Schools are now in an efficient state. On the occasion of my last visit to them, there were present in the female school eighty pupils; in the male school forty-three. The latter school had been injuriously affected by the illness of the late head master, but is now rapidly recovering under his successor.

Reading.

Reading.—At the Results examinations few pupils fail in this subject. I believe most of the teachers are trying not only to secure accuracy and attention to the proper pauses, but also are endeavouring to make their children understand what they have read. It has been my practice never to examine a class in reading, without endeavouring to ascertain what knowledge of the subject matter is possessed by those under examination. I have, in the past year, paid special attention in this respect to the pieces of poetry required to be learned by rote. As these are the selection of the teacher, and have been repeated verbatim by the pupils, the objection can never apply that a portion of the reading book had been chosen by the Inspector which had not been recently gone over. When the list is handed up, containing for

example :—"The Exile of Erin," "Lament of an Irish Emigrant," "Loss of the Royal George," &c. I have in some schools found that no pupil could tell what an exile was, what an emigrant, or what the Royal George, although they could recite each of the poems with rigid accuracy. Such want of acquaintance with the subject matter was usually found in those schools where too much reliance was placed on "tasks," or home lessons, and too little attention given to explanation. If the word asked happened to be one of those given in the column at the head of the lesson, the meaning was forthcoming readily enough, but if not found there the children either did not understand, or had a difficulty in putting their ideas into words.

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Writing.—The proficiency in this subject is, in the majority of the schools, fairly satisfactory. The first class pupils are generally trained to write nicely between ruled lines on their slates. In the senior classes I believe there is a distinct improvement in the character of the written exercises; and the schools are very few where the pupils are unable to write intelligent letters on familiar subjects. In all cases they know how to commence in the approved method and how to end it. I occasionally meet carelessly written copy-books, giving no evidence of supervision on the part of the teacher. It is well understood that the mark at the Results Examination is given, up to fourth class, for skill in writing, and that untidy books only lead to a note on the marking paper, but do not cancel the fee for the subject. I think there should be no "sub-head," but that proficiency in each portion of the programme should be taken into account in awarding the mark. It is quite as important that the pupil should acquire the habit of always writing neatly and carefully, as that he should on particular occasions, by taking extra pains, write a copy fit to pass the Inspector.

Arithmetic.—So much importance is attached to this subject, that I fear there are teachers who regard their work as done when they find their pupils able to pass in it. The delighted exclamation of the child who takes a sly peep at the marking paper, and on seeing the 1 or 2 entered opposite his name, cries "I passed," affords abundant evidence of how the subject is regarded by the pupils. There is, consequently, less fear of this subject being neglected than any other on the programme. There is, however, the tendency to make it more mechanical and less intellectual. There is also the danger of neglecting the practice of mental arithmetic, because the latter is not taken into account in the pass mark, especially in the senior classes. The same remark applies to notation and numeration. All the pupils of a first class, for instance, will add up accurately, while, perhaps, not one of them will write down from dictation the three following numbers :—

208

17

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The failures in this subject are much more numerous in third class than in second. The fact seems to point out that there is too much required in the former class, too little in the latter. I think, with advantage, easy exercises in multiplication might be required in second class.

The pupils of the fifth and sixth classes are generally possessed of a useful knowledge of the more practical rules of arithmetic.

Spelling is generally well prepared in the junior classes except in third, the first class in which writing from dictation is required. When failures are numerous in spelling, the only explanation possible

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town.
 is that the subject has not received due attention, for it demands no exceptional skill to secure moderate proficiency. Plenty of dictation, with careful correction of errors, cannot fail to bring pupils of average ability up to the requirements of the programme. This subject labours under two disadvantages in competing for the attention of the teacher. First, it is not one of those a pass in which is essential for promotion of the pupil to a higher class. Second, it has assigned to it the lowest fee of any subject in the entire school programme.

Grammar. *Grammar.*—In my examinations in this subject I try, by selecting the words to be parsed, to discourage random answering. When a pupil is allowed to parse straight on, taking in his course the articles and prepositions with wearisome iteration, there are often as many errors as there are words correctly parsed. Of course this remark only applies to middling and bad schools; no precautions are necessary in the good ones. In fourth class the programme is not always adhered to. There is a tendency to mix up the requirements of the fourth with the first stage of fifth—to parse syntactically where only etymological parsing is expected. In fifth and sixth classes the pupils, on the whole, answer well on the text book in use in their schools, and parse correctly.

Geography. *Geography.*—No subject on the ordinary programme can be made more attractive than this. When treated somewhat after the manner of the "Lessons on Foreign Countries" given in the Third Reading Book, there is a charm about the geography lesson of which children never tire. No such interest is awakened when the lesson is devoted to pointing out strings of capes, or learning the heights of mountains. The latter is a necessary part of the subject, and must receive attention, but should not occupy the entire time available. A knowledge of the text book is not all that is required. In quite a large number of schools the pupils, who were otherwise well prepared, invariably in third class, often in fourth, failed to point out either the Isthmus of Panama, or the Isthmus of Suez. Now as these seemed to me to be fairly included in "the leading features of the Map of the World," I could not imagine why in so many instances they were not known until the explanation was offered that these isthmuses were not given in the text book, or in the portion of it usually learned by rote by the class. I think this subject might with advantage be introduced into infant departments, and the junior classes generally, as an optional branch, the same programme being required as from the third class. Some such optional branch seems to me very desirable where the kindergarten system is not in use. In many schools the junior pupils are not usefully occupied more than half the school time, the remaining time they spend scribbling on slates, or are allowed to remain sitting listlessly—the teacher, who is busy with his senior pupils, probably satisfied if they are not so noisy as to disturb him at his work. The elements of Mathematical Geography should be introduced at an earlier stage than at present. It is by no means beyond the comprehension of the average fourth class pupil to understand the reasons given for believing that the world is round, why the days and nights are not always the same length, why the summer is warm and the winter cold, and the explanation of other familiar natural phenomena. These interesting lessons are reserved for sixth class, but as in many rural schools there is no sixth class, or so small a one as to receive little of the teacher's attention, it follows that most children leave school in country districts quite ignorant on these points. Map drawing, too, should be commenced earlier. In sixth

class the attempts are generally very indifferent, because taken up too late without any preparatory stages.

The knowledge of Political Geography possessed by the senior pupils generally is extensive and accurate.

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Reports on
State of
Schools.

Agriculture.—The answering in this subject is, I believe, becoming more intelligent. The pecuniary consideration involved is larger than in the case of any other branch, ordinary or optional. In consequence it receives a large share of attention, especially during the time immediately before the Results Examination. As a literary subject it is fairly well taught, except in fourth class, in which the programme is comparatively extensive. The practical effect in improving the methods of carrying on agricultural operations is not so obvious, and is probably underrated. It is hardly possible to conceive that a boy could be prepared and examined in fourth, fifth, and sixth classes without bringing to his actual work, when he becomes a farmer, a mind stored with useful principles, and prepared to look intelligently for causes of the various effects he sees produced, and to modify his mode of proceeding accordingly.

Mr. S.
Allman.
Parsons-
town.
Agriculture

Book-keeping has not made such steady progress as I could have wished. As a rule, when it is taught at all, it is taught well, but the schools in which it forms part of the course are comparatively few. I believe I am considered a hard examiner in this subject, which I take to mean that I am particular to exact precisely what the programme requires. It does not appear to me too much to expect that after a whole year's work a pupil of the first stage of fifth class should know how to post the items given in two simple "sets." The amount of knowledge required from the second stage of fifth is also very limited. The requirements for sixth class are considerably more extensive, but should present no insuperable difficulties to pupils who have learned intelligently the previous "sets." I believe the real reason why it is so seldom well taught is, that it cannot be made up by the pupils, by means of home lessons, but must be directly taught by the teacher himself, who, doubtless, in the multiplicity of subjects, finds it difficult to spare the necessary time. I rarely find the proficiency good in book-keeping in girls' school, and for the reason given, that female teachers are even more prone than males to rely on home lessons.

Book-
keeping.

Needlework.—In no subject has the progress been more marked than in this. The obligation to set apart an hour daily for Needlework in all schools in which there is a female teacher has had a beneficial effect. The provision, too, that all pupils of the fourth and higher class must exhibit garments at the examination made by themselves, has contributed towards the increased proficiency. In many of the smaller schools the latter provision was, at first, by no means popular, for the teachers experienced considerable difficulty in inducing the children to bring materials, and when brought there was in many instances no suitable press to keep them in. It entailed far less trouble to distribute scraps of calico which might be thrown away when the purpose for which they were designed was served, than to hand out and collect each day garments which, from a child, required the labour of weeks. The mistresses have in most cases cheerfully undertaken the increased labour, and the children sew with greater interest from the consciousness that their work possesses a real value, and that the garments are for their own use.

Needle-
work.

Extra Subjects.—These are almost exclusively confined to the large Extra town schools, where, owing to the employment of assistants, a division of labour can be practised, and where, from the number of pupils avail-

Extra
Subjects.

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Reports on
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Schools.

Mr. S.
Allman,
Parsons-
town.

able, the remuneration to be earned offers a sufficient inducement. The subjects usually taken are Geometry and Mensuration, Algebra, Physical Geography, Girls' Reading Book and Domestic Economy, Drawing, Sewing-machine and Dressmaking, and French, Music—vocal and instrumental. In one school Irish was taught, but has not been presented for examination. The Kindergarten system has been introduced in two of the Convent schools.

I should like to see Drawing more widely taught than at present. The principal obstacle to its extension is the absence of qualification on the part of the teacher. I am not aware that there is in the district any school in which it is not taught when the necessary certificate is possessed. To induce young teachers to acquire a knowledge of the subject it might be put on the programme for second class teachers as a branch which could be taken at their option, instead of Mechanics in the case of males, and instead of Book-keeping in the case of females. Some such change would give an impetus to the teaching of Drawing at the several Training Colleges. It is to the Training Colleges we must look for help in introducing the subject in the schools of rural districts.

Vocal Music is better taught since the new programme came into operation, but it has been introduced into only one additional school since the date of my last report. Hullah's system is the one adopted in all cases. I should prefer to see the Tonic Sol-Fa spreading, but there is the same difficulty as in the case of Drawing, the want of qualification and certificate of competency to teach it.

Classification of
Teachers:

The number of teachers in the higher classes is steadily increasing. Three teachers were promoted, on the result of their answering last July, to the highest grade attainable, and two to the second division of First Class. It is generally the young candidates who are successful. My sympathy is with the older aspirants who are left behind in the race, especially when they are successful teachers. The old plan of awarding good service allowances provided a means of recognizing successful work, even when it was not combined with smartness in passing examinations. Some of the very best school keepers in the district are in the lowest class and appear to have no intention of trying for a higher. They have no one to blame but themselves for their low classification, if they never try to improve it, especially when every facility is given for their admission to the competition for promotion.

In concluding my report, I beg to state that in my inspections I have invariably received the greatest courtesy from the school managers, and the teachers have given me their hearty co-operation in any suggestion intended for the benefit of the school.

I am, gentlemen, your obedient servant,

S. ALLMAN,
District Inspector.

The Secretaries,
Office of National Education, Dublin.

MR. M. KEENAN, B.A., District Inspector.

Kilkenny,
22nd February, 1892.

Appendix C.

Reports on
State of
Schools.

Mr.
M. Keenan,
Kilkenny.

GENTLEMEN,—In compliance with your instructions I beg to submit, for the information of the Commissioners of National Education, the following, my fourth general report upon the state of Education in the Kilkenny District.

The boundaries have not been altered since my last report, and it comprises, roughly speaking, the northern half of county Kilkenny, the southern half of county Carlow and the parish of Durrrow in Queen's county. The population of this large tract are employed principally in agriculture, there being no manufactures of any importance even in the principal towns. The extensive emigration that has been going on for the last few years, chiefly among the agricultural labourers, has obliged the farmers to employ their own children in the busy seasons, hence the attendance falls so low in many of the schools in spring and autumn.

Boundaries
and popula-
tion.

In addition to the National Schools there are two schools conducted by the Christian Brothers, and not receiving aid from the Board, and two Intermediate Schools in this district, so that the population is depending mainly on the National Schools for education.

There are at present 147 schools in operation in this district, and so scattered that all are within easy distance of a school, and the entire school-going population are in attendance however irregular some of them may be. I cannot speak too highly of the clergy, more especially of the Roman Catholic Priests, in inducing their people to send their children to school regularly. They visit them in their houses and exhort them privately, and frequently address them from the pulpit on the same subject. The regular attendance of the pupils and their progress is due to a large extent to the exertions of the clergy. In every parish I find there are a few who turn a deaf ear to their remonstrances and are bringing up their children in ignorance. It is to be hoped that the Legislature, which is about to deal with the question of education, will inflict such penalties upon these negligent parents as will compel them to do their duty in this respect.

The schools of this district may be divided as follows:—

- (1.) Model Schools, 2.
- (2.) Poor Law Union Schools, 4.
- (3.) Convent Schools, 7.
- (4.) Monastery Schools, 1.
- (5.) Ordinary National Schools, 133.

The Model Schools are held in excellent buildings, kept in good repair, and supplied with every requisite at the cost of the Commissioners. The head master has a residence on the premises, rent free, furnished, and supplied with fire, light and attendance. The teacher of female department has not a free residence. Both male and female departments of these schools are efficiently conducted, failures to merit promotion on the part of pupils at Results Examinations are rare. The attendance is not large, there being only 73 pupils on an average present daily. The pupils in attendance are almost entirely members of the different Protestant denominations, principally late Established Church. The Roman Catholic population who have ample school accommodation of their own do not support the Model Schools.

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Reports on
State of
Schools.Mr.
M. Keenan,
Kilkenny.Poor Law
Union
Schools.Convent
Schools.Monastery
School.

In addition to the ordinary subjects which are taught in National Schools we have taught in the Model Schools Music and Drawing. French is taught by an extern teacher, highly qualified, and the headmaster conducts classes in connection with Science and Art Department, South Kensington, in various scientific subjects. The pupils who pass through this school seldom fail to obtain employment, many of them before they reach Sixth Class, which will account for the comparatively small number of pupils in that class. The Model School teachers, both male and female, are classed first division of First Class.

The five Poor Law Union Schools are efficiently conducted by skilful and experienced teachers. The female department of Callan and Thomastown Poor Law Union Schools are taught by nuns. Almost all the children before leaving these schools can read, write, and spell fairly well, and possess a useful knowledge of Arithmetic. The length of the school day is $3\frac{1}{2}$ hours, the remainder of the day being devoted to learning some trade or industry. I am pleased to hear from the teachers of these schools accounts of the success of their pupils after they have left the institution. A few of the children of Kilkenny Poor Law Union School are boarded out and attend the ordinary schools.

Of the seven Convent schools five are in the largest and most important towns in the district, viz., Kilkenny Convent and St. Patrick's Convent Schools in the city of Kilkenny, one in Callan, and one in Castlecomer. These five schools are held in school buildings that are in every respect excellent. The two Convent schools at Goresbridge and Paulstown have a small attendance, and are held in bad schoolhouses. The average daily attendance at all these schools is 1,547, and the average number on Rolls is 2,318, which shows that 66 pupils out of every hundred on Rolls are in daily attendance. The number examined for results fees was 1,642. None of the nuns who conduct these schools have adopted the principle of classification, and are consequently paid at capitation rate. I am glad to be able to report that all these schools are in receipt of the higher capitation rate of 12s. Since the introduction of the two rates of payment all the Convents in this district, with the exception of one, and that for a period of two years, have been awarded the higher capitation rate of 12s. This is in itself a sufficient guarantee that these schools are efficiently conducted. In addition to the ordinary subjects of the programme there are taught the following: Music, vocal and instrumental, Drawing, French, Practical Cooking, sewing machine and Dress Making, Girls' Reading Book, and Domestic Economy and Physical Geography. I have much pleasure in bearing testimony to the zeal and skill displayed by these communities in introducing the alternative scheme or industrial programme for girls of Sixth Class. The difficulty of procuring material and disposing of the work never presented itself. The resources of each community to its fullest extent was availed of to give effect to the new programme, and often experts were employed at great expense to make the instruction in a particular branch as valuable as possible. In addition when applied to by teachers of neighbouring schools they did their utmost to enable these teachers to overcome difficulties. The rapid introduction of the industrial programme into the schools of this district is mainly owing to the way in which it was taken up in the Convent schools, and the assistance given to the teachers of ordinary schools in overcoming difficulties.

There is only one Monastery School in this district—St. Patrick's Male. This school has an average attendance of 132. The teaching staff consists of principal and two assistants. The Brothers, who are of

the Order De La Salle, have adopted the principle of classification, and the school is conducted in the same manner as ordinary National Schools. The teachers are changed from one school to another by a Superior who exercises control over all the schools taught by the Brothers. The only inconvenience likely to arise is that the teachers may be changed too often. The Order have recently opened a Training College in Waterford, to which not only members of their own Order are admitted, but all Roman Catholic candidates for the teaching profession. Lay teachers will be employed as assistants in these schools upon the same terms as in ordinary National Schools.

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Reports on
State of
Schools.
Mr.
McKenna,
Kilkenny.

I now come to treat of the 133 ordinary schools. These are upon the whole held in superior school buildings, floors boarded, roof slated, kept clean and in good repair, and affording ample accommodation for present attendance. There is only one thatched schoolhouse in this district which is a relic of the past age, having done service as a Roman Catholic Chapel in the early years of present century. Only two or three schools are insufficient for present attendance. One of the difficulties experienced by managers, is the keeping of these buildings in proper repair, and I think a small rate levied by some local authority, say, the Poor Law Guardians, would recommend itself to many managers. It matters little how this expense is met, as the people are obliged to subscribe the funds necessary.

Ordinary
schools.

During the past year four new vested schools have been erected, Ballydaniel, Male and Female; Kilkenny Convent, Infant; and Ballymartin. Negotiations are in progress to have four others erected to supply the place of bad or unsuitable houses.

Owing to the vast emigration that is going on in this locality at present, the population is declining, and, as I stated in a former part of this report, the attendance of the more grown children is more irregular than formerly. The effect of this emigration is felt in the small number of young children that are admitted during the year. As an example of how this must affect the attendance, I have in my mind a parish in which there are seven schools, and the number of births does not come up to thirty a year. Some of these schools must be closed sooner or later. The effects of the decline in population has been felt in four schools during the past year, two were closed for want of attendance, and two were placed upon the list of modified grant cases.

Attendance

The schools are in general well taught, and are giving a useful and suitable education to the youth of the localities in which they are placed. A few are supplying the place of Intermediate Schools.

In comparing the number on Rolls with the number examined for Results Fees, I fear a considerable number of children pass through our schools, leaving no official record of their progress. Steps should be taken so that all or nearly all the pupils on the books of the schools should master at least the programme laid down for pupils of Fourth Class before finally leaving school. I fear that most of those who leave school before they have reached this standard, soon pass into the class of "Illiterates," and for the purposes of after life derive little or no advantage from their school training.

During the year, I examined for Results Fees in this district, 9,291 pupils, and 874 in district 37; making a total of 10,165.

Numbers
examined
for Results
Fees.

Most of the teachers of this district are provided with suitable residences. About 12 are badly off in this respect. Fifty-two teachers have residences free. Most of the others have residences which are practically free, and they would not exchange them. Ten teachers are provided with residences which have been built from Boards' Grants. There are four such applications before the Board at present.

Teachers'
residences.

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Reports on
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Schools.

Mr.
M. Keenan,
Kilkenny.
Teachers.

The following table shows the classification of the teachers serving in this district at present :—

| | Principals. | | Assistants. | |
|---------------------------|-------------|----|-------------|----|
| | M. | F. | M. | F. |
| 1 st | 8 | 7 | - | - |
| 2 nd | 10 | 4 | 1 | - |
| 3 rd | 15 | 27 | 2 | 4 |
| 4 th | 7 | 5 | - | 1 |
| 5 th | 22 | 14 | 6 | 14 |
| 6 th | 1 | 4 | - | - |
| Unclassed. . . | - | 1 | - | - |
| Total. . . . | 63 | 72 | 10 | 19 |

The teachers of first and second divisions of Third Class are for the most part recent appointments and untrained. Most of these will soon be trained and to be likely promoted to a higher class.

Training of
teachers.

The following table shows the number of trained teachers serving in this district :—

| Principals. | | Assistants. | |
|-------------|----|-------------|----|
| M. | F. | M. | F. |
| 15 | 22 | 4 | 2 |

I have much pleasure in stating that these teachers have been much improved by their training both in their scholastic attainments and in their method of conducting their schools. The habits of study which they acquired in training remain, and I have numerous applications from them to be admitted to July examinations as candidates for promotion. Of 12 teachers who have applied to be admitted to forthcoming July examinations in this district, 9 are trained. In 1891 five teachers were promoted to first division and second division of First Class, and all were trained. In almost every instance the state of the schools of these candidates is so satisfactory that I am able to recommend that they be admitted to examination.

Monitors.

There are at present 120 monitors serving in the schools of this district, 45 males and 75 females; 35 of the latter are serving in Convent schools. In the instruction of these monitors I am in a position to state that the teachers discharge their duty to them faithfully, giving them the full time prescribed for their instruction. When a monitor fails to pass any of his examinations creditably I generally find the failure is more to be attributed to want of application on the part of the monitor rather than neglect upon the part of the teacher. All the male monitors who passed their final examination last year have either obtained appointments as assistants in schools or have been admitted as Queen's Scholars to one of the training colleges. Five of the females have also obtained employment as assistants or principals in ordinary schools and one has been admitted to training college. While acknowledging the great service that has been rendered in the training of monitors both by the teachers of ordinary schools and the conductors of convent schools, there is one Convent school to which I would wish to draw special attention as having been eminently successful in this department. In Kilkenny

Convent National School there is a staff of eleven monitors, and for the past nine years no monitor trained in this Convent has failed to pass at any of her examinations.

Some of the most successful and promising young teachers in this district received their first professional training as monitors in this Convent school. One of the female teachers who was promoted to highest division of First Class at last July examination completed her period of service as monitor in this school in June 1884.

There is practically an unlimited supply of well qualified candidates for the position of monitors in the schools and the chief difficulty is in selecting the best. The managers of the schools co-operate with the Inspectors in selecting candidates, and I cannot recollect a single instance in which the manager of a school made an attempt to have an undeserving or badly qualified candidate appointed. With regard to the training of these monitors I have to state that I would wish to see a large number of those who attend their final examination from schools in which Music and Drawing are taught endeavour to obtain certificates of competency to teach these subjects.

School accounts are, upon the whole, honestly kept, irregularity being chiefly omissions; however, I regret to say, that I was obliged to bring under the notice of the Board, during past years, three cases of gross falsification.

Two of these cases were teachers who had been recently trained, and seemed to be falsifying their accounts without a motive, as the attendance was ample in both cases. The third was an attempt on the part of a teacher, highly classed, to return her school as one having sufficient attendance to warrant payment of her class-salary after attendance had fallen below the number required. This school, through exceptional circumstances, is now placed upon the list of modified grant cases.

I now come to the consideration of the teaching and proficiency in the different subjects of Results Programme:—

Reading.—Proficiency in this branch is, in general, fair; the words are correctly grouped and steps attended to. Mistakes in pronunciation are more numerous. Meanings of difficult words and phrases are well understood, but the subject-matter of Reading Lesson does not receive adequate attention.

Repetition of poetry—in the better class of schools—is satisfactory. The teachers, before requiring the pupils to commit the poetry to memory, teach them to read it correctly. In bad schools this is a most mechanical exercise, the value of which is understood neither by teacher nor pupil.

Writing is well taught in nearly all the schools. The exercises of pupils at Results Examination are well written and free from blots. The exercises—written by pupils during the year—show evident signs of careful supervision on the part of the teachers.

The written exercises exhibited by pupils of Fifth and Sixth Classes, on day of examination, I find sometimes insufficient in number, and I cannot say that they are properly selected or corrected. Mere transcriptions often form an undue proportion.

Arithmetic.—In junior classes failures in this subject are very few. In senior classes—especially in Sixth—they are more numerous. In the teaching of this subject theory receives too little attention. Notation and numeration are too frequently neglected in the senior classes. Mental Arithmetic is taught in most of the schools, but, from the answering of the pupils, it would appear no fixed course is followed. Tables are, generally, well known.

Spelling is well taught. Both the oral spelling of junior classes and the dictation exercises of seniors are good. In senior classes the pupils

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Mr.
M. Keenan,
Kilkenny.

Candidates
for Moni-
torial ap-
pointments.

School
accounts.

Results
programme.

Reading.

Writing.

Arithmetic.

Spelling.

Appendix C. are able to spell orally and give the meanings of the difficult words that occur in their Reading Lessons.

Reports on State of Schools. *Grammar.*—Proficiency in this subject has improved greatly within the past two years. Failures in Third Class are rare. In Fourth Class they are more numerous, chiefly through teachers attempting too much. It seems that teachers do not properly understand requirements of programme for this class and aim at preparing their pupils in programme for Fifth Class. This, evidently, cannot be done, and hence the numerous failures. In Fifth Class, failures are fewer than formerly. Only in the better class of schools do I find pupils of Sixth Class up to requirements of programme. Letter-writing is taught to pupils of Fifth and Sixth Classes.

The form of epistolary correspondence is well understood. The specimens of letters exhibited at Results Examination as having been executed during the year are, as a rule, correct as to form with few misspelled words or grammatical errors, but they do not show much power of thought. In some schools—taught by Third Class teachers—these exercises are worthless.

Geography. *Geography.*—Pupils of Third, Fourth, and first stage of Fifth Class, answer well upon this subject. However, I have to complain of the method of teaching this subject in a few schools to these classes, which consists merely in pointing out places on a map without ever asking a question. Instruction of this kind is of little value and I endeavour to correct it by method of examination. Failures in second stage of Fifth and Sixth Classes are more numerous, the programme for these classes being more difficult and I fear does not receive sufficient attention. Elementary portions of Mathematical and Physical Geography required by pupils of Sixth Class are not well known, except in a few schools in which Physical Geography is taught as an extra subject.

Agriculture. *Agriculture.*—Nearly all the pupils attending the schools in this district possess a good deal of practical knowledge of this subject, so that the text-book is read with interest and understood fairly well.

Book-keeping. *Book-keeping* is taught generally in the schools under a master, and, in most of those under female teaching whose classification would entitle them to earn Results Fees in this subject. Few of the schools teach this subject beyond what is required for second stage of Fifth Class. The transactions to be dealt with in Sixth Class are so complicated and difficult that most teachers despair of being able to make their pupils understand them and, consequently, avoid this set.

Needlework. *Needlework.*—Proficiency in this important branch of female education has improved greatly within the past two years, in consequence of Board's rule requiring female teachers to instruct their pupils for an hour in the day, double the time formerly devoted to it. The portion of the programme requiring girls of senior classes to exhibit, on day of examination, an actual dress made during the year, has had, from a practical point of view, a most excellent effect. It obliges teachers to instruct their pupils in cutting out from an early period in their school course, and they can thus turn to practical use their proficiency in sewing. It also gives a good preparation for mastering the programme of Sixth Class, in what is called the "alternative scheme" or industrial programme. As stated in an earlier part of this report, this programme, when issued, was taken up in all the Convent schools in this district, and in most of the more important schools under lay female teachers. From the first it recommended itself to the managers of the schools, who gave every encouragement to their teachers to adopt it. The nuns, by their example and assistance given to the teachers in their neighbourhood, showed how it could be carried out, and in cases where teachers were diffident of their own ability, they gave them

instruction. The managers of the schools in many instances supplied funds to procure material, and afterwards assisted teachers in disposing of finished work. In some instances teachers procured instructors at their own expense, to improve themselves and their pupils in a special branch of the programme. In other instances a number of teachers combined and formed a class and collectively employed an instructor. The two branches of the programme to which these remarks especially apply are lace making and dressmaking. In all the schools in which dressmaking is taught, the scientific method of cutting out is understood, or a practical dressmaker is employed. In addition to shirt making I find dressmaking, fine underclothing, and baby clothes and crochet work have been generally adopted.

Presentation Convent, Kilkenny, and Patrick-street Convent have both introduced linen weaving. In both Convents there are twelve looms working at present. In the introduction of this industry, great credit is due to the Messrs Ewart of Belfast, who sent down an instructor from their factory, and took pains to have the schools fully equipped for instruction. The looms, &c., cost the Convent £120. Wages of instructor will be paid by the Board.

Music is taught in all the Convent Schools, the Model Schools, and ten ordinary schools. The tonic sol-fa system has been adopted in only one school. Since the portion of Hullah's Manual has been so well defined for each class, and the programmes for Fifth and Sixth Classes have been made so extensive, failures have become more numerous. The songs prescribed are generally sung with taste and expression, but the theoretical portion is not well understood.

Drawing is taught in all the Convent schools, the Model Schools, and six ordinary schools. The specimens executed on day of examination show that requirements of programme have been carefully kept in view in their instruction.

Sewing Machine and Dress Making are taught in many of the schools to pupils of Fifth class, to prepare them for programme of Sixth.

Geometry and Mensuration and Algebra are taught only in schools where monitors are trained. In only three schools is programme for third year attempted.

French is taught only in two Convent schools and Model School. Pupils are never presented for examination beyond second year course.

Latin and Greek are taught only in one school, Garryhill Male—the teacher of which is a graduate of the Royal University. Boys are prepared at this school for matriculation in University, and entrance examinations of some ecclesiastical colleges.

Girls' Reading Book and Domestic Economy are taught in most of the schools taught by female teachers.

Physical Geography is taught principally in schools where monitors of fourth year are found. General answering very fair.

In conclusion, I have to thank the managers of the schools in this district for their unvarying kindness and courtesy, and for their kind co-operation in carrying out every suggestion that was calculated to improve their schools.

I have the honour to be, gentlemen,

Your obedient servant,

M. KEENAN, District Inspector.

To

The Secretaries.

Appendix C.
Reports on
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Mr.
M. Keenan,
Kilkenny.

Weaving.

Music.

Drawing.

Sewing
machine
and dress-
making.

Geometry,
&c.,

French.

Latin and
Greek.

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Reports on
State of
Schools.Mr. J. J.
Hynes,
Limerick.

Mr. J. J. HYNES, M.A., District Inspector.

Limerick, March, 1892.

Changes in
District.

GENTLEMEN,—I beg to submit, in accordance with your instructions, the following general report upon the schools of this district for the period ended 31st December, 1891.

Since I last furnished a similar report upon the district (March, 1890), no change has been made in its area. The Ahane Male School, 562, was struck off from 31st March, 1891, as it failed to command a sufficient attendance. On the appointment of a new teacher, however, the number of pupils again increased, and grants have now been restored to it. The SS. Mary and Nicholas School, 13,131, which was always badly attended, has been permanently closed. There were not any special reasons for its continuance, and I think that the manager acted judiciously in closing it. With these exceptions the number of schools in operation remains unaltered. The total now stands at 117, composed as follows :—

102 Ordinary National Schools.

| | | |
|--------------|---|---|
| 3 Model | " | " |
| 8 Convent | " | " |
| 3 Workhouse | " | " |
| 1 Industrial | " | " |

School
Houses.

A steady improvement in, I am pleased to report, being effected in the schoolhouses of the district. Excellent accommodation has been provided for the following schools, which until recently, were held in most unsuitable houses :—

Kilkishen Male and Female National Schools.

Birdhill " " "

New houses are in course of erection and are approaching completion for :—

Kilmurry National School (county Clare).

Fodamore Male and Female National Schools.

Applications are at present under consideration for grants towards building suitable schoolrooms for infants in connection with :—

Sexton-street Convent National School,

St. John's Female " "

and towards the cost of improving St. John's Male National School, which has been for a long time in a most unsatisfactory state.

Repairs, which were much needed, have also been recently effected in the case of—

St. Patrick's Male and Female National Schools.

Kishikirk " "

Substantial improvements will, I am informed, be soon carried out at—

Lackamore National School.

Rich Hill " "

Montpellier "

New houses are necessary at—

Mungret,
Cahirconlish,
Inch St. Lawrence,
Byon,
Sixmilebridge.

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The manager of Sixmilebridge National Schools has kindly promised to take the necessary steps in the matter at the earliest opportunity. He is at present engaged with the erection of a schoolhouse at Kilmurry, which is also in his parish. When this will have been disposed of, he will set about the task of providing better apartments for the pupils of Sixmilebridge. I have likewise obtained a promise in the case of the Cahirconlish and Inch St. Lawrence National Schools, that a suitable house will be erected at an early date. A site has already been procured. It is the intention of the manager, I believe, to amalgamate these schools. The expediency of so doing will, of course, be a matter for further consideration.

The case of the Mungret Male School is a very peculiar one. It is held in a wretched structure, which was recognised merely as a temporary schoolroom in the first instance, but which, owing to unforeseen circumstances, has been continued for several years. In the scheme dealing with the Mungret and other local endowed schools, issued a year and a half ago or so by the Educational Endowments Commissioners, a sum of £100 was allocated to help to defray the cost of a new schoolhouse in this locality. A site has also been allotted for the purpose. But the grant or the site will not, it appears, be available until the scheme will have been finally adopted. Pending this much to be wished for consummation, matters must go on as at present.

Repairs are urgently needed in the Meelick Male and Female National Schools. I obtained a promise, nearly four years ago, that they would be executed, but, on one pretext or another, the work has been put off up to the present. It will, I believe, be soon carried out.

I find that I have omitted to make mention of what has been done at Murroe. For a long time the schools there were carried on at a great disadvantage, owing to serious overcrowding. Two excellent class-rooms have now been provided. They are spacious, well-ventilated, and well-lighted, and will prove an immense boon to both teachers and pupils.

From the statement which I have made, it will be seen how much the school buildings were in need of improvement, and it will further appear, I trust, that a good deal has been done and is doing to put the district in a satisfactory state in this respect.

Two residences for teachers have been built at the public expense, since the date of my last report (viz. :—at Knockea and Rich Hill). Another (at Kilcornan) is approaching completion. While applications in two other cases (Meelick and Birdhill) are under consideration; and I am aware that it is intended to apply for grants to build in at least two other localities. There are a number of places where residences are required, but where owing to the impossibility of obtaining sites, there seems at present little likelihood of their being erected. The advantages offered by the Teachers' Residences Act would, undoubtedly, be more fully availed of but for the unwillingness of the farming class

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to part with any of their land, however small or for whatever purpose. Quite recently a case came under my notice of a violation of Rule 132 (b). The teacher resided in a public house in a small town. He assured me that no other decent lodgings were available and that if he left his present rooms he should go to live some three or four miles away. I subsequently had an interview with the manager, who confirmed this statement. He furthermore informed me that he was quite prepared to undertake the erection of a teacher's residence, if a site could only be procured, but that it was useless to hope for one. The result, within my own knowledge, of a previous attempt to obtain ground for the enlargement of a school-house in the same locality precluded the possibility of doubting this. The breach of regulation cannot, of course, be overlooked, and the teacher, will, I fear, be exposed to serious inconvenience. What a pity that the intentions of the Commissioners to better the condition of such a useful body of public servants should thus be frustrated.

Teachers.

As regards the teachers in general of the Limerick District, I must say that the two years additional experience which I have had of them, confirms me in the high opinion (already expressed) which I had formed of them. They are, as a body, sober and industrious, most trustworthy in the matter of their school records, and in their relations with their pupils seem to be peculiarly happy, for within the two years only one complaint of harsh treatment has reached me, and that remains to be substantiated. They are very attentive to suggestions. They know by this time how much importance I attach to the appearance of the schoolrooms, and it gratifies me to find, as I often do, evidence of great care and taste displayed by them in the arrangement of their apartments. The use of coloured paper for binding the tablets and of other inexpensive decorations, which serve to make the room look bright and cheerful, is almost universal. On examination days, too, they show themselves most anxious to do all in their power to lighten the labours of the Inspector. I should, indeed, wish to see them more ambitious—ambitious, I mean, in regard to their own classification. The number of them who rank in Second Class and even in Third Class is much too large. Several good schools are conducted by third class teachers, whom I have again and again urged, without effect, to come into examination for promotion. The matter is the more important now, as the Commissioners very properly regard it as inexpedient to entrust the training of monitors to teachers of the lowest class. In some of these cases I have not the least doubt that the teachers could qualify for promotion. The success with which they prepare their pupils, showing as it does industry and intelligence in the discharge of their duties, would in itself furnish almost sufficient proof of this. What deters them from undergoing the prescribed test is that they underrate their own powers, overrate the difficulty of the examination, and attach undue importance to what they consider the disgrace of failure.

Training.

The proportion of untrained teachers in the district is still considerable. In fact the leavening of the mass is of necessity proceeding slowly. It is gratifying, however, to know that several of the untrained teachers conduct their schools with marked success. Furthermore, it should be borne in mind that the Commissioners furnish in their Manual of Method such a practical and complete guide to school business, that any teacher of earnestness and intelligence can, although not having enjoyed the advantages of training, by a careful study of its pages, and by honestly attempting to carry out its invaluable suggestions, aided by an

occasional visit to some good school in his locality, fit himself fairly well for the discharge of his duties.

The answering of the monitors of the district, both at results inspections, and at the July examinations, affords on the whole satisfactory evidence of application on their part, and of much care on the part of their teachers. The percentage of failures last July was small, and some of the candidates scored remarkably high results. I am pleased to state that no less than five of the monitors who were then successful have since obtained employment in National schools, one as principal and four as assistant teachers.

Progress continues to be greatly retarded by the irregularity of the pupils' attendance. In many instances this is the result of the inclemency of the weather. Children, who have long distances to walk, cannot of course come to school on very wet or stormy days. But, strange to say, the schools most affected are those attended by the children of the lowest class of the city population. These children have the schools almost at their very doors, yet, owing to the extreme poverty of their parents and the apathy consequent thereon, are kept at home on the most trivial pretexts. So far as I can judge, the clergymen of the different denominations spare no pains in their efforts to counteract the evil, but I have repeatedly heard clerical managers declare with regret their inability to cope effectually with it.

In the comparatively short period, which has elapsed since the date of my last General Report, any marked improvement in the schools, as a whole, could not be expected. I am pleased, however, to think that the high proficiency then recorded has at least been well maintained.

The results in reading, generally speaking, are good. I have done my best to induce both teachers and pupils to aim at a distinct, deliberate style. Nothing less than this should be deemed satisfactory, and nothing more should, I think, be insisted on. My efforts have not been unsuccessful. Whatever faults the reading may have, it is now seldom hurried or indistinct. Mumbling was cultivated once, because, like charity, it covered a multitude of sins, but now *nous avons changé tout cela*. Occasionally still the Queen's English is murdered by some truant or dullard, but he does it in an open and undisguised manner that goes a long way to mitigate his offence.

A very high degree of proficiency has been attained to in penmanship. It is quite usual to meet with finished hands even in Fifth Class, and a Sixth Class pupil rarely leaves our schools, who could not write any ordinary passage quickly and in good style. I have been often struck with the excellence of the exercises of the candidates at the July examinations. They are, as a rule, extremely neat, are as legible as print, and indeed reflect the greatest credit on the training given in the National Schools. This is not surprising, for in the copy books furnished by the Commissioners, the teachers have aids to instruction in this branch that are almost perfect. In the Fifth and Sixth Classes, Letter Writing and Penmanship form one subject, so far as the results examination is concerned, and not unfrequently, although the latter is creditable, a No. 2 pass mark can only be assigned, owing to errors in the composition, or to a want of knowledge of the proper form of a letter. Composition still admits of great improvement. At first it was extremely difficult to induce the children to commit their ideas, when they had any, to paper. They have now, however, acquired more con-

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 fidence, and have little hesitation in jotting down their views (generally crude enough, sometimes very amusing) on any subject proposed. From pupils of the highest class, I often obtain letters that are well put together, and show that the writers possess considerable facility in expressing themselves clearly and concisely. The importance of letter writing, as an educational exercise, can hardly, I think, be over-estimated, and it is a great advantage that our pupils are introduced to it at such an early stage.

Arithmetic. More time and attention are devoted to arithmetic than to any other branch of the programme, and in consequence the expertness generally displayed in ciphering on slates or paper is really remarkable. Equal proficiency is not, I must say, shown in mental calculation, and I have very frequently to complain of want of preparation therein. Improvement is, however, being made, and I am hopeful that still further improvement will be made, as the teachers are commencing to see the necessity for frequent exercises of the kind.

Spelling. Spelling throughout the district is fairly good, but better results might not unreasonably be expected. The correction of the dictation exercises is in many cases very slipshod. Were this important duty properly attended to, there would be much less tripping on days of examination. There is a tendency too to neglect the revision of past work. The periodic examinations thereon should be held by the teachers at short intervals, and should be made as thorough as possible.

Grammar. *Grammar* continues to be the weakest subject in the school course. It receives a fair amount of attention, but the teaching of it is beset with many difficulties. Besides its inherent difficulties, the fact that the pupils in their homes are constantly hearing people speaking ungrammatically is a great bar to progress. It thus happens that children who can parse well, and who are familiar with etymology and syntax, fall, from sheer force of habit, into the most glaring blunders, when speaking or writing. To counteract this tendency, the greatest vigilance on the part of the teacher is necessary. He must be constantly on the *qui vive* for errors of the kind, and should never suffer one to pass unnoticed. A list, too, of the common errors should be drawn up. In this locality it would not be by any means a lengthy one. The attention of the pupils should be frequently called to it, and they should be exercised in pointing out and correcting the faults in grammar contained in it.

Geography. Although it cannot be denied that the pupils in most of the schools of this district have a good acquaintance with their text-book in geography and with the prescribed maps, yet in nearly nine cases out of ten, the study of the subject might, I think, be made more interesting than it is. The branch is one that allows great scope for originality of treatment, but the teaching mostly is of a stereotyped kind. Map drawing is not as well attended to as I should wish.

Agriculture. The answering in agriculture shows that increased attention is being paid to this important subject. I am pleased to observe too, that the teacher, as a rule, go in a good deal for explaining, and do not content themselves with mere rote-work.

Book-keeping. Instruction in book-keeping is given in very few schools, and the results therein are only moderate.

Drawing and Music. Drawing and music which are almost confined to the town schools are well taught.

I have examined in the following extra branches during the past year:— *Appendix C.*

Geometry and Mensuration,
Algebra,
Domestic Economy, &c.,
French,
Instrumental Music,
Dressmaking, &c.,
Physical Geography,

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but they have not been extensively taken up, and do not call for any special notice. The teachers indeed seem to feel that, labouring as they do at such a disadvantage, owing to the irregularity of the attendance; all their available time and attention are required for the obligatory subjects. *Other Extras.*

Classes in practical cookery have been formed in four schools, in three of which I have examined, and was well pleased with the progress being made. This is a most useful branch and is deserving of every encouragement. The pupils acquire a thorough knowledge of plain cooking, and in addition are taught to prepare cakes and pastry, and a number of fancy dishes. They show considerable aptitude for the work. The most scrupulous cleanliness is enjoined in every stage of the business, and it is quite refreshing to see the girls at work in their neat cuffs and aprons.

The Industrial Programme for sixth class girls has not, as yet, been widely adopted, but, except in a few cases, it has, where introduced, been found satisfactory. In the cases referred to its introduction was attended with peculiar difficulties, owing to want of accommodation, &c. It is best adapted of course to the large Convent schools, which have the advantage of ample teaching power and adequate space. In two of these it is at present carried on with considerable success, and its introduction into the others is a question, I think, of only a little time. It has so much to recommend it, that it will, I feel sure, be taken up before long in every school, in which the conditions are at all favourable. *Industrial Programme*

I cannot close my report without saying a word or two in reference to the conduct of the pupils on days of inspection. It is, almost invariably, very exemplary. They show, as a rule, a spirit of self-reliance, and I find amongst them so much politeness and consideration that my duties are in consequence materially lightened. Even in poor localities they present themselves so nicely dressed and so clean and neat in their person, that a stranger could not fail to be most favourably impressed. *Pupils*

My connection with District 51 ceased on the 1st instant, and I take this opportunity of expressing the regret with which I part from the managers of its schools. I have experienced great kindness at their hands, and found them nearly always willing to co-operate with me in any scheme for the promotion of education. They ever showed a readiness to make allowance for me, when my duty compelled me to insist on some necessary work, or obliged me to refuse to recommend some appointment in which they were interested. *Managers.*

I am, Gentlemen, your obedient servant,

JAMES J. HYNES,
Inspector of National Schools.

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Schools.Mr. C.
Smith.

Clonmel.

Mr. C. SMITH, District Inspector.

Clonmel, March, 1892.

Description
of District.

GENTLEMEN,—In compliance with your instructions, I beg to submit to you the following report on the Clonmel District. In my last report on it, I had to note several changes in its area since I assumed charge in June, 1887: no new changes have since taken place. It is a pleasing country to work over, as it abounds in much picturesque scenery, and it is a pity that the beauty of its scenery is not brought more under the notice of the sight-seeing public, since it well deserves patronage. While pleasant to drive over, the district is a rather severe one to work, as there is a good share of car-driving, coupled with heavy inspections. Like most other parts of Ireland, its population is steadily on the wane. This is due partly to the emigration of the young and able-bodied, partly to the paucity of marriages during the decade of agitation through which we have just passed, and partly to the evictions that have taken place from one cause or another. The effect of this falling-off in the population is much felt in many of the National Schools. Assistants who formerly looked on their positions as certain, now fear for their continuance. Amalgamation is about to take place in some cases, a cessation of grants in a few others.

Character of
the pupils.

The pupils who attend the National Schools of the district are, on the whole, fairly well-to-do. This is especially true of the country districts; in the town schools there is a good deal of poverty. Many causes have led to this impoverishment of the townsfolk. In some cases it is due to the closing of factories, as in the case of Carrick-on-Suir; in some to the falling away of the rural population, and increased facilities for approaching the larger towns, as in the cases of Fethard and Clogheen. Cashel owes its decadence to that act of its representatives which sent the Great Southern and Western Railway five miles to the west. These are the towns that show most signs of poverty.

Numbers of
pupils
attending
schools.

The official records that pass through my hands, show that for the year ended 28th February, 1891, there were 12,990 children on the rolls of the schools in this district; the average attendance was 8,084, and only 9,045 made the 100 attendances necessary for examination; the number actually examined was 8,738, as 307 were absent from one cause or another on the day of examination. For the year ended 29th February, 1892, the numbers were:—12,574 on rolls, 7,997 in average attendance, 8,731 examined, 305 absentees. With regard to the absentees, it is right to note that they comprise for the most part the very dull pupils whose presence is undesirable on examination day—every reasonable opportunity is afforded for the attendance of all.

Compulsory
education.

Premising, as one may reasonably do, that the education conferred by an attendance of less than 100 days in the year is of very little value, it follows that almost 30 per cent. of the school-going children are practically uneducated. Now I speak entirely of the district under my charge, where, I believe, the children from the rural districts are rather better off than in some other districts—the towns children not worse off—and here I would hail compulsory education as a great boon.

Few, if any, would suffer from its provisions; the multitude would derive substantial benefit from them. I give no weight to the sentimental grievances which some fear from its introduction. Those who know best and most intimately the circumstances of the children, think these grievances shadowy and sentimental. The teachers are almost unanimously in favour of compulsion; most of the managers with whom I have been speaking, consider it necessary; and the inspectors, who have a good opportunity of judging, are, on the whole, in favour of it, particularly when a few safeguards are introduced. With the view of showing how easily children can attend school when only a little pressure is brought to bear on them, I will instance a remarkable case. Skeheenarinky F., is situated in one of the poorest localities in the district. An assistant was appointed last July, and financial consideration made it very desirable that the average attendance for the December quarter should be 70 or over. The attendance for October was low owing to the late harvest; November was low also. Hence pressure from teacher and manager was brought to bear on the children, and in cold bleak December an average of 103·8 was secured on a roll of 111. Still there was no grumbling; neither did the death rate run up.

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There are 119 schools at present in operation in this district. They may be classified as follows:—

Number of
schools in
the district.

| 95 Ordinary | National Schools. | |
|------------------|-------------------|---|
| 12 Convent | " | " |
| 8 Poor Law Union | " | " |
| 2 Model | " | " |
| 1 Industrial | " | " |

In addition to the above there are two schools at work, but they are not yet recognized. One of these is a newly-built vested school at Templenoe. It was built to accommodate the school-going population of a locality that formerly maintained three schools—those at Racecourse, Dangan, and Cloghleigh. Yet what with local apathy (if not antipathy), and what with the falling away of the population, a minimum average has not yet been secured. The other unrecognized school is on the borders of Kilkenny, at the village of Poulicapple. The attendance was sufficient, but the house was in bad repair when reported on. Since my last report a new vested school was opened in Cashel, another at Killurney, and a third at Coleman. The Killurney school was much wanted for the locality, as is proven by the fact that its yearly average attendance was 57. The Coleman vested school has superseded the old wretched hovel that formerly served as a schoolhouse. The Cashel school is a commodious building, and a great improvement on the old house.

New
Schools.

The distribution of the schools accords fairly well with the wants of the population, and, on the whole, adequate accommodation is provided. There are still a few cases of over-crowding, the most marked being the Ballyporeen and the Cloonagoose schools. In these cases I endeavoured to get more ample accommodation provided, but so far I have failed; nor do I think that any steps will be taken without official intervention. A hope was entertained that the opening of the Poulicapple school would ease the Cloonagoose schools, but it has not done so to any appreciable extent. The Killusty school is also over-crowded. The manager has, however, notified his intention of building at once a new

Distribu-
tion of, and
accommoda-
tion afforded
by schools.

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vested-school Of the schools unfavourably criticised in my last general report, the ones at Rathkevin, Newcastle, and Carrickbeg, have been improved, and are now in fair order; the Drangan M., Ballingear, and Grangemockler schools are the remaining eyesores, but their managers promise to take immediate steps towards putting them in proper repair, or building new ones. As a rule, the schoolrooms are fairly well furnished, and kept tolerably neat, but the provisions made for the heating of them are inadequate, and, as a consequence, very many of them are miserably cold and unattractive during severe weather.

Number of
teachers
engaged in
Schools.

The number of teachers engaged in the ninety-five ordinary National schools is :—

| | Principals. | Assistants. |
|------------------|-------------|-------------|
| Males, | 80 | 13 |
| Females, | 46 | 13 |

Convent
Schools.

The Poor Law Union schools engage the services of ten teachers, and three conduct the Monastery school. There has been no change in the teaching staff of the Model schools. The same three efficient teachers remain in charge. The twelve Convent schools are conducted by the following communities :—Seven by the Sisters of Mercy, four by Nuns of the Presentation Order, and one by the Sisters of Charity. In this latter school, the members of the community are aided by a staff of classed teachers, who receive fair remuneration for their services. In the other Convent schools, the staff in every case is composed of members of the community, and is, as a rule, adequate to the requirements of the school. There are three industrial departments in connection with these schools which are efficiently conducted by the special workmistresses in charge.

Managers.

There are thirty-five different managers for 109 of the schools in this district. The remaining ten are managed by five officials. The thirty-five managers comprise twenty-six clergymen, seven laymen, and two nuns. I regret to say that death has been busy of late with the clerical managers, and, as a consequence their *personnel* has considerably changed. From all of them I meet with courtesy and consideration, and I note with satisfaction that a greater desire than obtained of old has sprung up to get my views on the relative merits of candidates for any new appointment. Such a course must work well for the interests of the schools, as an inspector has better opportunities of knowing the qualifications of the different candidates than any manager can have, and his only interest is to secure the appointment of the best. Most of the managers visit their schools frequently, and take a laudable interest in their efficiency and success. Some visit but seldom; they are managers in name only.

The effects
of epi-
demics.

The past two years have been severe on schools, as there were retarding influences at work. The influenza epidemic in the spring of 1890 affected the attendance very considerably, and interfered also

with the regular holding of examinations. Whooping-cough followed in its wake, and again the influenza is amongst us, and is thinning the school-rooms. It is remarkable to note how differently different schools are affected by epidemics; they probe the bad ones to the quick and make manifest all their weak points; the good ones where the education is good and solid and cramming is unknown, weather through them without much hurt. The establishing of creameries throughout this district has had a baneful effect on the progress of education—particularly in the case of boys, many of whom cease to attend as soon as they are able to drive a donkey; others attend, but are irregular and unpunctual; and home lessons are unknown to all of them. In some instances young girls were impressed into this service, but it is satisfactory to learn that some clergymen are making a determined fight against their being thus employed, as such employment ill befits them. With such retarding influences at work, I am unable to report any very considerable progress in the state of things that obtained two years ago, with perhaps the exception of needlework, which I shall note more in detail hereafter. The general state of education is fairly healthy and satisfactory, and the teachers have with some exceptions done their work conscientiously and well. I must except a few teachers who act unjustly towards themselves and the children who are forced to attend their schools. In the case of old teachers who have grown grey in the service, and have there spent the best years of their lives, some allowance should be made for want of energy and efficiency, but in the case of young teachers, who are in the spring of their career, excusing pleas ought not to prevail; the education of their pupils is too vital an interest to be neglected. This brings me to speak of a kind of promotion which, in my opinion, is very desirable. It often happens that a teacher has charge of a school for which he is not suitable; it may be that his energies run waste inasmuch as he is quite competent to teach a larger school, the reverse may be the case, one who is quite unable to conduct a large school may conduct a small one efficiently. Some scheme of promotion or removal is desirable whereby teachers could be placed in charge of the kind of school most suitable to their capacity; able teachers would be benefited, weak ones would find their level and the interests of the pupils would be best consulted for.

A great improvement would take place in the position of teachers if suitable residences were erected for them; and although liberal aid is granted towards the erection of such, managers do not seem anxious to avail themselves of it, yet their proper housing is a matter that much concerns the style and manner in which their schools are conducted. Chameleon-like, we take the hue of the things about us and many an untidy school-room is but a reflex of the teacher's home.

Besides the retarding influences which I have mentioned, over which as being extern to the school-room, the teacher has no control, there are two which are subject to him and yet obtain. They are want of order and discipline in the conduct of school business and excessive haste in rushing on children to new matter. In all unsatisfactory schools one or both of these causes are in operation. The former defect makes the life of the teacher a worry and burden to him. The latter renders the school-life of the child almost useless.

The important duty of keeping the school accounts has been on the whole properly discharged by the teachers. A few cases of unpunctuality in marking the rolls by 11 o'clock came under

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Mr. C.
Smith,
Colonel.

Classification
of teachers.

my notice, but I feel confident that the steps taken by you on my reports will secure stricter compliance with rule in future. The want of a proper Leave of Absence book is a frequent source of complaint. I would be glad to see an official one issued. Erasures have become almost a thing of the past; when they occur they are due rather to want of thought and care than to any fraudulent design. School fees are on the whole truthfully recorded; some teachers are inclined to grumble at the multiplicity of entry which one and the same fee entails.

Exclusive of Convent schools and others in the charge of nuns, there are 72 male teachers, and 62 female teachers employed in the other National schools. The following table will show their classification:—

| Class. | Principals. | | Assistants. | |
|--------------------|-------------|---------|-------------|---------|
| | Males | Females | Males | Females |
| I st . | 8 | 6 | — | — |
| II nd . | 11 | 2 | — | 1 |
| III. | 22 | 35 | 5 | 2 |
| IV. | 18 | 15 | 11 | 19 |
| Totals. | 59 | 58 | 16 | 12 |

It is gratifying to note that only 31·7 of the principal teachers are in third class, and this percentage would be sensibly diminished were it not that death and old age have been busy with us of late. Eleven teachers finally quitted the service during the past year, one of whom alone was in third class. Death claimed four hard-working, earnest, honest men; in one of them—John Fleming, of Rathgormuck, M.—the Commissioners have lost a capable upright teacher; the Irish-speaking community an able master of their tongue. Besides, I am sanguine that most of the third class teachers at present in charge will, as soon as official regulations permit, compete for higher classification, and secure it with much ease. They are, for the most part, monitors who at the expiration of their course were fortunate in obtaining the schools in which they served.

Training.

Of the male teachers, 18 were trained in Marlborough-street, and 10 in St. Patrick's Training College; 12 females were trained in Marlborough-street, 11 in Baginbun-street, and 1 in Kildare-place Training College. I am satisfied that their training is fairly effective; their store of knowledge has been much enlarged, and they have come forth from training more highly classed and more refined. There is, however, a matter in connexion with the Training Colleges which I would wish to see remedied, it is the exclusion from some of them of third class teachers in favour of others more highly classed. To the casual observer it would seem that the third class teachers have as great—if indeed not a greater claim—to training as others, and to exclude them is harsh to them, and unfair to the children that are obliged to attend their schools. There are some teachers in this district who have tried in vain for

several years back to get called to training. It is to be hoped that a remedy for this state of things may soon be devised.

There are 128 monitors serving in this district; 21 are in their first year, 31 in their second year, 34 in their third year; 16 in their fourth year, and 26 serve their final year. A large number of them serve in the Convent schools, and I must add that the nuns do all in their power to secure places for their *élèves* at the expiration of their course, and generally with success. Your rules bearing on the instruction and employment of monitors are in my opinion fairly well carried out, and their answering at the different examinations fairly satisfactory.

Temporary assistants are almost unknown in this district, as there is only one recognized. Of workmistresses we have but three; they discharge their duties with very fair efficiency.

Much has been said and written of late years on the faulty vicious system of education, that the payment by results fees is said to have given rise to; cramming and all its consequent ills are paraded before the public, and we are told that the system stands condemned; indeed it seems to be the fashion to run it down, and its defenders run the risk of being adjudged either cranks or nincompoops in educational matters. It would be a pertinent question to ask those who so glibly condemn the system if they have had any practical experience of its working, and also if they were in a position to contrast the way in which schools were carried on prior and subsequent to the introduction of the results system. My experience embraces both periods, and confirms me in the conviction that the results system has been of very great service to the cause of education in this country. During the ante-results period a few smart boys would occasionally be turned out of some schools, but the standard of education attained by the main body of school-children was much lower than it is now. The results system has widened the sphere of education, and whilst the bright boys have not done worse, the mass has been gradually raised to a higher standard of intelligence. The cries raised from time to time about "over-pressure," and "excess of mental strain," are, when applied to National schools, the veriest chimeras of theorists who have very little practical knowledge of such schools. I very much fear it is all the other way; want of attention and of sustained application are the great defects to be battled against in the National system. If in any case there be undue pressure, the manager and teachers have the remedy at hand; the teaching of extras can be stopped and then all over-pressure and undue mental strain cease.

I will now proceed to give my opinions on the progress of education in the different subjects of the results programme taken *seriatim*.

In the first place come the infants. As a rule they are well prepared in the tiny literary programme set for them. So far as reading and spelling go they are well taught. I do not, however, find any serious attempts made to enable them to grasp the little facts contained in the lessons read.

Kindergarten is taught in eight of the twelve Convent schools which I inspect, and in no other school. I am glad to be in a position to report progress in the calisthenic and singing exercises that accompany the gifts, but in the manipulation of the gifts themselves I fear I must record a retrograde movement; they are not taught in as full and intelligent a manner as when last reported on. I note a marked inclination

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to curtail the programme, and an idea is growing that mites of four years are too young for the gifts. I am not going to controvert this opinion, but those who hold it and act up to it should not put forward such children for examination in Kindergarten. The junior classes are as a rule well prepared, the only defect I wish to note about them is that they are not questioned on the simple facts that are contained in their lessons, with the view of showing them that their books are not merely collections of words thrown together at random, but contain an amount of knowledge well worth remembering. By such questions an interest in the books would be developed and the intelligence of the pupils cultivated.

Reading.

This subject is now receiving more attention than heretofore, and some improvement has taken place, but there is still very much room for further progress; the mechanical part is fairly well done. Expression and intelligence are still wanting, and in some schools a false fluency sets its seal on slovenly teaching. It is in this subject that excessive haste produces its most blighting effects. Dull pupils that hastily skim over lesson after lesson are very uselessly employed. In many cases punctuation is lost sight of, and ludicrous are the errors that ensue from this neglect. Some time since I expressed a hope that the elocution classes in the Training Colleges would be fruitful in National schools, but it would seem that the harvest-time has not yet come; reading is still crude and wants modulation and expression. I wish to add that teachers are becoming more keen as to the difference between the *a*, *b*, and *c* sub-divisions of the reading programme; *a* monopolizes most attention, and rightly, for it draws the money; *c* is fair to the eye, and hence is not neglected in toto, but *b* is the irksome part to both teacher and examiner, although the most profitable to the pupil, as on it the cultivation of his intelligence largely depends, still it is neglected. I should be glad to see *a* and *b* incorporated, i.e., reading and explanation should go hand in hand as a claim for the money fee; such a change would in my opinion be fraught with much benefit.

Writing.

In my last report I noted that writing in the junior classes was good, but that there was a falling away in the senior classes. I expressed an opinion as to the cause, but I have now come to the conclusion that there is another reason why writing in the senior classes is defective. In the dictation and home exercises, quantity and not quality is the main object, the subject of the exercise claims more attention than the manner in which it is written; hence, in very many instances the penmanship suffers. In some schools I find too great a diversity of handwriting. Copy-books from all the different series on the Board's list are in use and with injurious effects. Any one series, if only faithfully practised, can in my opinion beget good writing, their blending will probably beget a spurious hybrid. While referring to writing, I wish to call attention to a copy-book that sometimes is met with in National schools. There is a half-penny copyhook on the Board's list issued through the Board, with its price $\frac{1}{2}d.$ stamped thereon; a copy similar in all respects is issued by a certain firm to country dealers and others with the inscription "Price One Penny." I beg to suggest in the interests of school children that the use of this copy should be forbidden in National schools, and I make this suggestion because I am satisfied that this copy-hook has been often made the means of "turning a (dis)honest penny." With regard to letter-writing I am obliged to confess that progress is slow and has not come up to my expectations; the letters written for me on the most common-place subjects, continue very

crude, indeed, in some cases even the correct form is unknown. The simplest words are misspelt and the most elementary rules of syntax sinned against. I merely mention facts that have come under my notice, and if I were asked to assign a remedy I would suggest that the fee for writing be increased, and the letter should be the main element in adjudging a pass.

This subject continues to be well taught and calls but for few words of comment. In all good schools the pupils pass and show an extensive knowledge of book-work, but there still remains ground for the complaint which I made in a former report. Arithmetic in the *abstract* and not in the *concrete*, still holds the field. Practical every-day calculations—mostly mental, always simple—are too much eschewed; I also find that numeration and notation are sometimes neglected. In those schools in which arithmetic is weak and wherein vicious habits of work obtain, I invariably find that the tables are badly taught. Every superstructure rests on a foundation and arithmetic is no exception. A slight improvement is observable with regard to mental arithmetic; it receives more attention now than heretofore, but it does not yet get that attention its importance demands.

The junior classes, as a rule, pass in spelling, for their programme is small and their examination oral. In the Third and Fourth classes failures are common enough, and I very frequently find pupils able to spell orally words which they are unable to write down correctly. Failures in dictation are rarer in the Fifth and Sixth classes, but this does not prove that, when the pupils of such classes leave school, their correspondence will be graced with correct orthography. I find that some pupils—who are able to spell very difficult words in a dictation exercise—flounder hopelessly, sometimes even at monosyllabic words, in letters and such exercises as are of their own composition. To many, the distinctions between *no* and *know*; *to*, *too*, and *two*; *hear* and *here*; *there* and *their*, and similar words, are very grave difficulties. This points to an excess of memory work and a want of cultivation of the intellect.

Grammar still runs its chequered career—good, bad, or indifferent—according to the calibre of the teacher. Analysis is not taught to the extent I would wish. A few teachers make it the key stone of the arch, but they are too few; the old imperfect system of teaching grammar still, as a rule, obtains. The fruit of this system is seen in the rambling inconsecutive letter which a capital *parser* can turn out quite competently on the simplest subject. With a mind quite at ease, he gladly bids adieu to grammar and common sense and jots down a few incoherent phrases without connexion or dependence. Teachers ought to recognise that a Fifth class pupil ought to be able to write a simple letter on a simple subject. Until this minimum is attained it will be difficult to remove the slur of inefficiency which some would attach to the National Education system. The correct form in which a letter should be drafted could be taught to the very junior pupils, and it is quite inexcusable that pupils of the Fifth and Sixth classes should sin against the most elementary rules of syntax.

This subject is taught with very fair success in all classes up to V². I regret to say that where the Industrial Programme is adopted, very little attention is given to it, and, as a consequence, the compositions that test the pupils' knowledge of it are, as a rule, very mediocre. I should wish to see children more interested in Geography lessons.

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Arithmetic.

Spelling.

Grammar.

Geography.

Appendix C. They should be given to understand that the places to which their attention is directed are not mere names to be committed to memory, but are places which they may, possibly, visit hereafter, or in which some friend may dwell.

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Smith.*

Clonmel.

*—
Agriculture.*

A book knowledge of agriculture is still taught. In some schools, knowledge of a more practical kind seems to be imparted, but I would wish to meet with such in more schools. Many teachers trust more to the memory of their pupils than to their understanding, and the results are not satisfactory. This is the more to be regretted, as the study of this subject could be made both useful and entertaining and the intelligent teaching of it would be well rewarded. In a few schools girls are presented for examination in it, but their answering is generally inferior to those of boys. One seldom meets with any specimens of the different kinds of grain, grass, or roots in the schools, although a very interesting collection could be easily and cheaply got together that would prove valuable for illustrations in class.

*Book-
keeping*

Book-keeping is taught in a good many schools; the sets are, as a rule, written out neatly, and a fair knowledge of the subject is shown.

*Needle-
work.*

I have not been able to report very much progress in the literary programme on what obtained two years ago; but the very marked prevalence of epidemics can legitimately be adduced as an excusing plea. There is, however, one subject, and that a most important one, in which very much progress has been made: I refer to needlework. I am pleased to be able to report that it is now taught in this district in a very satisfactory manner. With the view of stimulating still further teachers and pupils, and of creating a laudable rivalry amongst them, an exhibition of school work to be held next summer, has been organized by a committee of ladies in Clonmel, at the initiative of Mrs. Bagwell, and as a result there will be about £12 to dispense in prizes to the successful competitors. The teachers and school-children promise active co-operation. Besides this, I have much pleasure in reporting that in all the principal schools of the district the senior girls are now able to draft their own dresses. This is due to the presence of Miss Walsh—scientific expositor of Madame Bourke's system—amongst us. Her lectures have been fraught with much good to all who attended them. She held successful classes in most of the Convent Schools, and in every case gave satisfaction to the community. With a view of diffusing a knowledge of cutting-out, Mrs. Duggan, the principal of Burncourt F., suggested the idea of getting Miss Walsh to lecture a class formed of teachers. I warmly approved of the suggestion, and the course of lectures was given in a vacant room in the Model School, to a class of about 20 teachers, with much fruit, and they have since been diffusing the knowledge thus obtained to their pupils.

Cookery

Cookery is also a subject that received much attention here during the past year. A successful class of about 30 externs was held at the Model Schools, under an accomplished diplomée, Miss Scudamore. Another course was given by the same lady to the senior pupils of the Model School. These lectures were mainly organized by Mrs. Bagwell and a committee of ladies, who take a deep interest in forwarding industrial education. Miss Scudamore also lectured in the Mercy Convent National School, at Carrick-on-Suir, and in the National Schools attached to the Presentation Convents at Carrick-on-Suir, Clonmel, and Fethard; and her lectures in every case gave much satisfaction. It is, in my opinion, a matter for regret that these classes are not eligible for

results fees. I should gladly welcome a scheme engrafted on the National Education system akin to that engrafted on the English code, which admits of the holding of such classes, much practical good would result from it.

The Industrial department in connexion with the Presentation Convent in Carrick-on-Suir, continues to flourish. It affords means of support to several girls who would otherwise be unemployed, and some have got good places out of it.

Music and Drawing are, as a rule, taught in the Convent Schools, and generally with success. They are also taught in some other schools, but not as extensively as I would wish. The revised music programme has effected a great improvement in the schools where the Hullah system is taught. Tonic sol-fa is gradually creeping in. Wherever it is practised nearly all the pupils sing.

Algebra and Geometry are the extras usually taught in boys' schools, the former is pretty well taught for the first two years, failures in the third years' course are frequent. Geometry is, as a rule, badly taught. In girls' schools the usual extras are domestic economy, physical geography, sewing machine, and dressmaking. This last extra is now taught beneficially, inasmuch as the cutting-out of dresses is no longer done by the "rule of thumb." The knowledge of the former two extras is seldom, if ever, more than moderate.

French, I regret to say, still continues to waste the time and energies of some children in a few schools, who could be much better employed at learning something that would be of more practical use to them in after years.

The incidental visits which I pay give me an opportunity of observing how the teachers keep their accounts and attend to their duties; they also enable me to see the schools in their "every-day garb." The teachers are generally to the front and busily employed, but in many cases the Time Table arrangements are not strictly complied with, and order and discipline are not maintained with that care and exactness that are so necessary for the comfort of the teacher, the effectiveness of his labours, and the promotion of the best interests of his pupils. The cultivation and maintenance of good order and strict discipline, should always be present to the mind of the teacher who aims at conducting an efficient school.

The Industrial Programme has been adopted in twenty-four schools. In some schools it is efficiently taught, in others very poorly. It is made in these latter a pretext for avoiding the more irksome literary programme for VI. class. Many teachers in rural districts complain of the difficulty of procuring materials. Some really good schools find no such difficulty, the secret being that the materials sent to the school are returned properly made and not spoiled. In large town schools there will always be considerable difficulty in securing the adoption of the Industrial Programme, as many children attend these schools for literary attainments, their industrial requirements being very well supplied by the needlework programme at present in force.

I remain, gentlemen,

Your obedient servant,

C. SMITH.

The Secretaries,

National Education Office, Dublin.

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Clerical.

A successful
Industrial
department.
Extras.

Algebra and
Geometry.

French.

Incidental
visits.

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Mr. E. S.
Cromie,
Millstreet.

Mr. E. S. CROMIE, B.A., District Inspector.

Millstreet, 5th March, 1892.

GENTLEMEN,—In obedience to your instructions, I beg to submit the following Report on the state of education in the Millstreet district, of which I was in charge from October, 1889, until January, 1892.

The Dis-
trict.

This district occupies the greater portion of the north-west of the county Cork, and it includes also a small strip of the county Kerry. It extends from Newmarket on the north, to a few miles below Inchigeela on the south; its eastern and western extremities are Lombardstown on the one side, and Rathmore on the other. Within its boundaries there are only three towns of any importance, Macroom, Kanturk, and Millstreet, the latter being the official centre. Macroom is the largest of these, and has a population somewhat exceeding 3,000. Kanturk and Millstreet partake more of the character of villages, and in both business is not improving, nor is the population increasing. The district, therefore, is almost entirely rural. A great portion of the country is composed of bleak uplands, almost denuded of trees. In consequence the climate is very cold, and while the scenery is sometimes picturesque it is seldom charming. Through the middle of the district, a few miles to the south of Millstreet, the Boggeragh mountains run from west to east. These attain in some places a considerable elevation, and as the portion of the range within the district is pierced by three roads only, travelling is rendered difficult and trying.

Divisions of
the District.

If the Boggeragh mountains be taken as the dividing line, the northern and southern divisions of the district are distinguished by several well-marked features. To the north the bleak upland prevails, but in the southern side, although it is not entirely absent, there are some fertile low-lying valleys, where the verdure is very rich, and the contours of the country soft and pleasing.

The Pupils.

The children to the south, also, are different from their northern neighbours. They are more vivacious, seem to enjoy life more thoroughly, and generally appear more prepossessing to strangers, but I question if they have any advantage in solid intellect. Indeed, I was often struck with the mental powers exhibited by the stolid-looking lads in the poor and dreary tract between Newmarket and Boherbee—and be it remarked these were native powers, for, as will be seen afterwards, attention to the development of the general intelligence of the pupils was not the strongest point with some of my late teachers.

The School-
houses.

In the district there are 114 schools. Of these 107 are ordinary National schools, 4 are Convent schools, and the remaining 3 are supplied by the Poor Law boards for the education of the workhouse children. As a rule the schoolhouses are very fair buildings. The majority are vested in trustees, who unfortunately in many cases seem to have very erroneous ideas with regard to their trust, and do not appear to trouble themselves with matters pertaining to the schools. Repairs, which are fairly attended to, are usually effected by the Parish Priest, and sometimes even by the teacher. A few only of the buildings are absolutely bad. These are gradually being got rid of, and if the

tendency amongst the managers, observable both before and during my stay in the district, to erect new and commodious buildings in place of the old and obsolete structures continues, in a few years time the district will be well equipped so far as stone and mortar are concerned. Since 1889, grants were made to the Rev. Canon Dennehy, Kanturk; Rev. D. J. O'Riordan, Kingwilliamstown; and Rev. J. Russell, Coachford, in aid of building new schools. Some additional grants are confidently expected at the commencement of the financial year, and in other cases, if certain legal difficulties be overcome, applications for aid will be made. In 1890, the Nuns at Rathmore built a beautiful and highly useful school close to the convent. It may seem invidious to single out a particular school, but the elegance of the building, combined with its thorough utility, calls for special praise. Replete with all educational requirements, it is destined to prove of the utmost importance to the neighbourhood.

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The schools are situated in a fairly satisfactory manner with regard to the distribution of population. One school might perhaps be added in the Drishane parish, about three miles to the south-east of Millstreet, another might suitably be added in the border land between the parishes of Kilnamartyra and Inchigeela, and a third between Clondrohid and Ballyvourney. But considered on the whole, there are comparatively few instances where undue hardship is imposed on the children by the inconvenient situation of the schools.

Situation of
the Schools.

The teachers' residences are somewhat unsatisfactory, and little advantage has been taken of the generous facilities afforded by the State for the erection at public expense of residences attached to the school. Difficulties in obtaining suitable sites have had a great deal to do with this backwardness, but the teachers themselves seem strangely careless in reference to their dwellings, and appear quite satisfied with their present uncomfortable homes, where I should imagine opportunities for close study are rare. In this as in other respects, however, the district is progressing, and recently several commodious residences have been erected. The matter is now engaging the serious attention of the managers of the schools, and in all probability when the next general report on this district is written substantial improvement will be recorded.

Teachers'
Residences.

The managers of the schools are in nearly all cases the priests of the different parishes. They are most energetic and attentive to their duties, and all seem anxious to advance in every way in their power the educational interests of the districts. A few, I regret to say, have in late years been unable through illness to take such an active interest as formerly in their schools. With the deepest concern I noticed at the last results examination held in his parish that the kind and courteous Canon Foley of Crookstown was scarcely able to continue his visits to the schools. It is only right that this opportunity should be taken of acknowledging the immense services rendered to education by this priest. A skilful organiser, a considerate but strict manager, Canon Foley for almost fifty years has laboured most earnestly and efficiently to promote the intellectual advancement of his people.

The
Managers.

Since I came to the district four very worthy and exemplary managers died, the Rev. C. O'Connell, *r.p.*, Newmarket, the Rev. M. Doherty, *r.p.*, Aghina, the Rev. P. Foley, *r.p.*, Coachford, and Mrs. M. J. Slattery, Superioress of the Millstreet Convent. Their excellent successors will, I am sure, carry on their work in the same spirit and with the same success in the cause of education.

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Crosby,
Millstreet.

The
Teachers

Some
Teachers
untrained.

Classifica-
tion of the
Teachers.

Defects in
Teaching.

Defects not
general.

As a general rule the teachers are very efficient and industrious public servants. Of course, where so many are employed it is likely that cases will be met with of men who have mistaken their vocation in life, and whose absence from the ranks would stand more to the credit of the staff than their presence therein; but fortunately few such cases exist here.

Too many in the district are untrained, and too many are quite content to remain in the lowest class—men who would be fitted by the character of their school work to adorn a higher. My efforts to stimulate the ambition of some of these were not attended with any particularly satisfactory result.

At the same time the classification of teachers is fairly high in the Millstreet district. Three-fourths of the principal teachers are either in the first or second class grade. Of the remaining one-fourth some are thoroughly inefficient, others are efficient but indifferent to and careless of their own advancement. As a rule the most highly-classed teachers are by far the most efficient, although one or two cases are to be met with where the teachers after having worked most diligently until they obtained high classes became less assiduous in the discharge of their duties. Many of the assistant teachers are so circumstanced that there is little probability of their obtaining the principal charge of schools. On account of family and other ties they do not wish to leave their own localities, where new openings are few and far between. Thus they have become careless in seeking for higher classification, very foolishly so, especially in view of the tendency of present legislation with regard to the position and salaries of the assistants. It must be admitted therefore that the third or lowest class claims as its own a large proportion of the assistant teachers employed in the Millstreet district.

To consider for a moment the worse aspect of the work done by the teachers, the thought painfully strikes me that the methods adopted by some are too mechanical and too inelastic. When making incidental inspections I have noticed how much power is sometimes wasted, how many opportunities are lost of beautifying and illustrating the lessons which the children have learnt off with such conscientious care. Often the same thing may be noticed—rote knowledge supreme. When home lessons are being heard the teacher takes the text book in his hand, the children stand round constrainedly, well knowing that if they misplace a “the” or an “and” the condemnation will be severe. The lesson is repeated as it occurs in the book, no simple appeal to experience is made to show the force of the passage, nor is attention directed to any truths except the superficial. Not for an instant are the children’s minds allowed to wander from the hard dry track followed in the text book, but on they must press, on till the final result is reached, a mass of disjointed facts stored up, sometimes useless, often devoid of interest. Instead of furnishing, as they should, a concrete groundwork, on which the teacher might build, the text books must supply the whole edifice of the pupils’ knowledge.

This is not a correct description of the work done in many of the schools, but it is not a pleasing reflection that it should depict what is done in any. The thoughts that are imparted to the children, and the mental development produced by them, both occupy a secondary position compared to the power of being able to repeat tasks. I do not wish to condemn memory exercises, because these are essential to intellectual growth, but they should not have such preponderating influence.

On the whole, however, although this defect is to be met with more frequently than is desirable, the instruction given in many schools is most intelligent, and the pupils have every facility afforded to them of advancing themselves in their future career. From my past experience I have no hesitation in stating that the teachers of this district as a body are able and conscientious, and are discharging their important duties in a highly efficient and meritorious manner.

With a few exceptions the monitors receive satisfactory attention from their teachers, especially since the number of new appointments is limited. The post of monitor is very eagerly competed for, although in many parts of the district the ex-monitors who have satisfactorily completed their courses find a difficulty in securing positions in schools. In consequence also of the facilities which pupils have of competing for entrance to the training colleges the number of classed teachers seeking vainly for employment is becoming seriously great. The tendency of the supply to exceed the demand is intensified by the fact that the average attendance of pupils in many parts of the south of Ireland is dwindling, the result of the decrease of population. Unfortunately also it cannot be said that it is only the comparatively inefficient that fail to secure positions. Local considerations sometimes prevail, and merit is not always rewarded. In a few, a very few instances I am glad to say, the worst monitor coming up for the annual classification examination was the first to be appointed to a school. It was owing to procedure of this description that the low condition of the few inefficient schools of the district was due. No accusation is meant to be levelled against the managers by this statement, for as a rule these gentlemen have been most careful in their selections, and all are most desirous that educational rather than personal interests should be served. But they themselves are sometimes powerless to avert the evil.

One consequence of this difficulty of obtaining employment at the end of the five years' course is most regrettable, viz., that those young persons who do not see any clear prospect before them become careless and indifferent in the last two years of their service. They consider that it is all the same whether they pass or not; in neither case will future employment be secured for them, so they give themselves as little trouble as possible. Of course when they have such ideas the teachers lose proper control over them, and some instances have occurred where very excellent and deserving teachers have suffered on account of the failures of monitors whose conduct was the cause of the disappointing results.

At incidental inspections it was my usual custom to pay particular attention to the monitors when they were engaged in teaching classes. On the whole while the attempts of some were crude and unsatisfactory many displayed a considerable aptitude for their future duties. The most general defect was that they always tended to examine rather than to teach. Examination usurped the place of explanation, and at the end of the lesson although the monitor could indicate shrewdly the boys who knew their lessons and those who did not, it is questionable whether the latter were greatly enlightened when the so-called instruction was going on. From myself and my predecessor this defect received attention, and there is reason to believe that a gradual improvement is being effected in the methods adopted by the monitorial staff.

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Instruction
intelligent
on the
whole.The
Monitors.Difficulty of
obtaining
employ-
ment.Aptitude
for their
future
duties.

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Crowie.

Millstreet.
Notes on
Lessons.
Necessity
for these.

Best
Monitors
attend the
Training
Colleges.

Trained and
Untrained
Teachers.

Inability to
compare the
different
Training
Colleges.

Order and
Discipline.

Another point was very often slurred over by the monitors, and by the teachers as well, namely—they would not make suitable notes on the lessons beforehand. Thus when they came to teach, instruction was given in a haphazard manner, valuable points were missed, and the sense of the matter in the text book was not duly expanded.

With all the distraction that the teacher or monitor meets with when the work of the school is going on, it is idle to expect that his mind can be sufficiently clear to grasp all the possibilities of his subject. What appears on the surface he can, perhaps, explain, but the part that lies deeper—just the part the pupils cannot reach by themselves—that will be lost, and the lesson will be so much the less useful. Even in good schools this defect is noticeable, and so far any alteration for the better is not great, but I would fain hope that such change as there is is in the right direction.

These weak points must be noticed here, but I have no wish to dwell unduly on them. It gives me much greater pleasure to direct attention to the diligence with which most of the monitors attend to their duties, and to the number of good sound teachers who have received their early training in the schools of this district.

It is now becoming an almost universal custom here for monitors to seek admission to one of the training colleges at the end of the five years' course—at least it is the custom with the more highly qualified candidates for classification. This is as it should be, for no matter how well conducted the school may be in which the monitor has been taught, it is certain that he must reap advantage from observing different methods of instruction, and from comparing them with those he has seen practised in the former school. It is a new experience to him, and if he is worth anything he must profit greatly thereby.

From a comparison of teachers who have been trained and those who have not, it is easily seen that the latter fail in establishing suitable organization in their schools. They can usually teach the ordinary subjects of the programme in a fairly satisfactory manner, but in the maintenance of discipline in its highest sense, in the arrangement of classes so that all may be busily employed throughout the school-day, and that the maximum amount of work may be done in a specified time—in such matters as these the untrained teacher is unable to compete with his trained colleague. Generally speaking, the ideas of the untrained teachers are narrow. In the remote country districts they have only a slight knowledge of the world, and have had few opportunities of coming in contact with highly cultivated intellects. The refining influences of the city are unknown to them, and they are not in touch with modern developments of thought.

While my experience, therefore, proves to me that the advantages of training are manifold, so far it is not sufficiently extensive to enable me to come to any definite conclusion with regard to the merits of particular colleges. They all seem to be doing good work, and probably, a healthy emulation only increases the usefulness of all.

It is an unfortunate circumstance that so many of the older teachers never received the benefits of a course of training, for in one respect this district is inferior to others which I have visited, namely—in general order and discipline. The pupils are not at all disobedient; but the class movements are rather awkwardly executed. The children do not hold themselves well when receiving instruction on the floor, stooped shoulders and ungainly postures are prevalent, and the graceful becoming attitude often absent. Amongst the boys neatness of dress

is not often met with, and sometimes even cleanliness is neglected. In the girls' schools, since the pupils have come to take a pride in their needlework, they are more careful of their general appearance; and although unbraided, carelessly-dressed hair and indifferently clean faces are still too much the general rule, there is no doubt but that progress in this respect is being made in the district. It must be acknowledged, also, that the teachers are not entirely to blame for this want of tidiness. Most of the people are very poor and the children often come from wretched hovels, where cleanliness and comfort are almost out of the question.

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Reports on
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Schools.

Mr. E. S.
Crooke,
Millstreet.

At the same time the children—rich and poor, tidy and untidy—all possess a great aptitude for learning, and their parents are keenly interested in their progress at school. The daily attendance of pupils is as regular as could be expected, except where the school is in charge of an inefficient teacher. In fact it is to be noticed that in all cases where complaints of unsatisfactory attendance are made, the chief blame does not rest with the pupils. The teachers are either inefficient, as stated before, or they are careless of the comfort of the young people. On a cold winter's day the poor children could scarcely be expected to attend a dismal uncomfortable school warmed only by a middling fire—a school, where no matter how much they felt the extremities of the weather, their sufferings would fail to arouse the sympathies of the teacher. But in those schools where due provision is made for comfort and convenience, irregularity of attendance is rarely met with, except at the very busy seasons of the year, when even young children have to aid in the farm work.

Character
of the
Pupils'
attendance.

The pupils are all most anxious to attend the results' examination, and it is considered very discreditable not to have made the requisite number of attendances. None of those qualified would willingly absent themselves on what they term the "day of the Inspector." To give some instances:—In one school a poor boy fell down the stairs in his mother's house, a very short time before the examination, and sustained a bad fracture of the leg, but although he had to be carried to and from the school, he was present during my visit, and left quite happy when informed that he had passed. In two other cases young girls who had managed to get their arms broken, attended and forgot their acute sufferings in their anxiety to answer well. At the end of each year I compared the number of pupils qualified, and the number of those who actually attended, and it always appeared that the discrepancy was very trifling. An experience, therefore, of this district would tend to show that irregular attendance can be prevented if only the teachers discharge their duties in an earnest and satisfactory manner.

Attendance
of Pupils
on day of
Results
Inspection.

To come to details of particular subjects:—

Reading is fairly well taught in this district, so far as mechanical accuracy is concerned. The prevailing accent of the children is not pleasing, and indeed is sometimes so peculiar that a stranger to the locality might have some difficulty in understanding what was said. The pupils, unfortunately, are not well trained to explain intelligently the subject-matter of the reading lessons. In more than half the schools this defect is very marked, and of the remainder it is only in very few that its entire absence can be recorded. While on this subject, it is only fair to direct attention to the very excellent manner in which one of the teachers attended to explanation. I refer to Mr. D. Mahony, who is now the principal teacher of the Macroom Male National school. At the risk of losing fees for proficiency in extra

Particular
Subjects.
Reading.

Appendix C. branches, Mr. Mahony paid thorough attention to this portion of his duties, and with a highly satisfactory result. Even his youngest pupils could grasp the real force of what they read, and in the senior classes a very thorough knowledge of the subjects referred to in each lesson was always exhibited. Recitation of poetry is fairly taught in the majority of the schools, yet in only a few can it be said that really pleasing results are obtained. In the northern schools especially the artistic sympathies of the pupils are for the most part dormant, and few of the children enter into the spirit of the poems, which they have learnt off accurately enough.

Writing. Writing is well taught in almost all the schools, and failures in this subject have rarely to be recorded at the results' examinations. The copy-books most generally in use are Vere Foster's, which, notwithstanding their formidable competitors, are very useful, and produce as good results as any others. To judge from the number of clerkships gained by the lads of the district, and from the satisfaction expressed by their employers with regard to the style of the handwriting, my opinion in reference to this point must be considered as having received the endorsement of practical business men. The written exercises executed by the senior pupils are carefully revised by the teachers throughout the year, and very seldom are evidences of want of care to be observed in this respect. As the pupils thus have their mistakes pointed out to them, and are shown how to avoid such errors in future, they derive the greatest benefit from these exercises.

Arithmetic. Arithmetic is also excellently taught in the district. The teachers make due use of the black-board, and carefully explain principles. Test cards are not brought into requisition until close upon the results examination, when they enable the pupils to put their work into good form.

Spelling and Geography. Spelling and Geography receive very satisfactory attention, but the instruction given in these subjects does not call for special criticism.

Grammar. As might be anticipated from my remarks on Reading, Grammar is always judiciously taught. Boys who do not clearly apprehend the meaning of a passage cannot properly analyze it, nor rightly assign to each word its logical value. In many cases the form of the word has a fatal attraction for the pupils when parsing. Its function in the sentence occupies a secondary position in their thoughts, and thus they are often led astray. A Fifth class pupil would scarcely parse an adjective ending in *ly* as an adverb when the noun immediately follows, but often when the sentence is more complicated mistakes of this description are made. Even senior pupils get confused also when parsing words which may have different grammatical values in different connections. They do not understand clearly that a word which is a noun in one sentence may be an adjective or a verb in another. Of course such mistakes are by no means universal in all the schools. They are to be observed in their worst form only in the very inefficient. Although unequal in different schools the general proficiency attained in Grammar in this district is creditable.

Letter-writing. The pupils here derive greater benefit from the instruction in grammar and spelling than is usually observable, for when writing letters they avoid gross grammatical and orthographical errors. The most general and the only serious mistake they make is to place a verb in the third person singular after the pronoun *I*. The examiner will often find in the letters such a sentence as "I knits and I sews all day." The teachers are giving this particular error their best attention, and there is reason to hope that it will soon be much less common.

In no respect is the attention of these interested in education in Ireland more keenly aroused than in the advance in technical instruction. Our National schools, perhaps, have not aided so much in this cause as they might have, and in consequence much injudicious criticism has recently been directed against them by persons who have had no practical experience in educational matters, whose remarks however admirable are made without any reference to the difficulties that lie in the teacher's way. And seeing how much has already been accomplished since the National system came into force, it is unreasonable to blame these connected with it so severely, because the advance in knowledge is not quite perfect.

In the Millstreet district, the enormous advantages conferred by the system are everywhere evident; and from the accounts which I have received, in no other part of Ireland is the contrast between the state of education at present and its former condition more remarkable. Yet it cannot be reported that up to the present the advantages that might accrue from the course of instruction in the technical subject Agriculture are as apparent as might be desired. I do not wish to give my adherence to the statement that no advantage has been derived at all, for even in this district, where the people cling obstinately to the traditions handed down to them by their parents, the knowledge of the true principles of Agriculture gained by the boys attending the National schools is slowly telling for good; too slowly, and too gradually perhaps, but some progress is to be noticed. That it has not been swifter is due to defects in instruction, similar to those dealt with in a former part of this report. The teachers in many cases insist on the repetition of matter learnt off by rote, without due elucidation or illustration. It has been my lot sometimes to meet with boys who could tell all about the cultivation and peculiarities of the different species of grasses—a very severe tax on the memory—and who yet failed to distinguish stalks of these grasses when placed before them. Thoroughly satisfactory progress cannot be made in agriculture until more practical methods of instruction are adopted; and if it were possible to extend the interest in, and to make suitable provision for utilising small model farms, to be attached to the schools, immense strides in agricultural knowledge would be the result. Until the youth of the country see for themselves how the improved methods of farming are carried out, any change for the better will be uncertain.

A great impetus has been given to the industrial education of the girls, and it is surprising to observe the progress that has been made since the introduction of the new programme in needlework. True, in the Millstreet district the industrial scheme for the sixth class has met with great opposition, and, indeed, for a considerable time only two schools could be found to adopt it. But the rule for compelling all girls to spend at least one school hour each day in learning needlework, was favourably received on all sides, and the most satisfactory results have been attained. Formerly the girls practised sewing on little scraps of linen or calico, and to make a useful garment never seemed to enter into their calculations. Now all the children from the fourth class up in many of the schools make their own pinafores, knit their own stockings and gloves, and in several schools the sixth class girls make their own and their sister's dresses. Very neat costumes, too, they do make, and it is gratifying to observe the honest pride they take in their handiwork. In a poor district the economy thus effected is of the greatest importance.

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Mr. E. S.
Crosby.

Millstreet.

Industrial
Scheme for
Sixth Class

The special industrial scheme for the sixth class, which was at first limited to two schools, is now in operation in thirteen, and there is some reason to believe that it will extend to other schools.

The two schools that adopted the scheme at its inception were the Macroom Convent and the Inchigeela Female National Schools. The former has since discontinued the scheme, and gone back to the old programme, but in the latter the industrial education of the pupils receives the most careful attention. The manager—the Rev. P. Hurley, P.P.—takes the greatest interest in the work, and is ever anxious to obtain information as to how additional employment may be obtained for the children. The Countess of Bantry also visits the school, and often leaves orders for work to be done by the pupils. From the letters which she has from time to time sent to the teacher, it is evident that she is pleased and satisfied with the children's efforts. In this school, also, the senior girls would consider it quite a disgrace if they had to rely on external aid in the making up of any of their garments. The Kanturk convent school adopted the scheme about two years ago, and some very successful instruction was given in dressmaking, and in the knitting of various garments. So far in all the schools that have adopted the scheme, the first and third sections of class A of the industrial programme are by far the most popular. In fact, I do not remember any case in which pupils were presented for examination in any other section.

Extra Sub-
jects.

A fairly extensive course of extra subjects is taught in the schools, and the instruction given in these branches, on the whole, may be considered pretty fair. Without entering unduly into statistics—which so often mislead instead of enlighten—when in the district I examined pupils in Girls' Reading Book and Domestic Economy, Sewing Machine and Dress-making, Irish, Vocal and Instrumental Music, French, Physical Geography, Drawing, Geometry, Algebra, Trigonometry, and Mechanics. Outside the convent schools vocal music was taught with success in one school; in some others in which pupils were presented for examination in this subject harmony and tasteful singing were entirely absent. Instrumental music was taught in three convent schools only, and, very few pupils were presented for examination. These were the daughters of respectable well-off parents, and, as they had many opportunities of practising at home, they exhibited considerable expertness and taste in their exercises. Sewing machine was taught in a good proportion of the female schools, and, as a general rule, useful work was the result of the introduction of this subject. Drawing was taught in about a dozen schools; indifferently in all. Notwithstanding all my remonstrances, the Indian rubber played far too important a part when the children were engaged in drawing. More time was spent in rubbing out lines than in drawing them. Of course, under such circumstances, neat, clean work, was the occasional exception and not the rule.

Extras not
unduly
attempted.

The remaining extra branches were fairly treated, and satisfactory proficiency, as a rule, was exhibited in all. In some instances undue attention was devoted to the extra subjects, with the result that the ordinary and more useful branches suffered, but such cases were not frequent; more usually the tempting bait of the high extra fee did not lead the teacher to attempt a course which should be adopted by the more highly qualified teachers only.

Book-
keeping.

The optional subject—book-keeping—was taken up in all the more important schools, and usually considerable intelligence was displayed in the answering in the subject. The boys, especially, seemed to take an interest in it, and, after they had passed the second stage of Sixth Class, they had, generally, a sound knowledge of the principles that

regulate the correct methods of keeping accounts. Many country shop-keepers have benefited from the tidy and exact manner in which their books are kept by their sons, whose whole experience was gained in the National Schools.

The school accounts are neatly and accurately kept, and the teachers are always mindful of their responsibility in this respect. When I was in the district only one gross case of falsification came under my notice. Occasionally minor slips occurred, but, except in the one case, I had no reason to suspect the honesty of the teachers.

To sum up, it gives me pleasure to report that the teachers of the Millstreet district are earnest and zealous in the discharge of their duties, and that, so far as lies in their power, the educational interests of the locality receive the most satisfactory attention.

I am, gentlemen, your obedient servant,

EDWARD S. CROMIE,
District Inspector.

MR. H. M. BEATTY, LL.D., District Inspector.

Bantry, February, 1892.

GENTLEMEN,—I have the honour to submit my fourth and last general report on the condition of National Education in this district.

During the two years which have elapsed since I furnished my last report, the changes with regard to school buildings, though not very numerous, are up to the average for a similar period in this rather remote locality. Two small schools, in both cases under E. C. management, have been taken into connexion; and four schoolhouses, one a Convent National school, have been replaced by new and excellent vested buildings.

The total number of schools in the district is now 128, including four Convent departments, attached to three Convents, 121 ordinary schools, and four Poor Law Union schools.

The buildings in the majority of cases are well suited for the purpose; and the old hovels of former days are gradually disappearing. But even still considerably over a third of the total number are either only tolerable or quite unsatisfactory. These houses, moreover, offer, as a general rule, insufficient accommodation for the children in attendance. During the past year, however, this inconvenience has not been felt to the same extent as in former years. In one locality, where the schools are with few exceptions both unsuitable and insufficient in space, the attendance has been considerably lowered, in consequence of the attractions of neighbouring relief works. But at the best of times, there are a large number of these schools where the arrangement of classes either on floor or in desk is extremely difficult, and where consequently the maintenance of proper discipline is practically impossible.

If the progress made in supplying suitable schoolhouses is not all that can be desired, it is a matter for congratulation that the supplying of proper homes for the teachers is proceeding at a fairly quick rate.

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Mr. E. S.
Cromie.
Millstreet.
School
Accounts.

Dr.
Beatty.

Bantry.

Changes in
District.

School-
houses.

Teachers'
Residences.

Appendix C. The number of teachers' residences, provided out of money borrowed from the Board of Works, which at the date of my last report was sixteen, has now increased to twenty-six. This in two years is a fair amount of work. These residences, however, cannot be called free. The Board of National Education pays half the rent, but the other half is defrayed, not out of the manager's pocket or from any local funds, but by the teacher himself. In most cases, he receives good value for his money; but in some cases, where houses have been bought (not built), and converted into teachers' residences, I do not feel so certain on this point.

The Teachers.

Improvement in Classification;—

in Training;

in Efficiency.

Monitors.

As to the teachers themselves, a steady though not very rapid advance has to be recorded under the three heads of efficiency, classification and training. Of course an improvement in efficiency is the all-important point, to which an improvement under the other two heads is but contributory. But a general improvement in efficiency throughout a district is less easy to gauge exactly than the comparative training or classification qualifications of the teachers. The improvement in classification during the past two years, though not very striking, is really substantial. The number of teachers in Third Class has undergone a distinct diminution; and the number in First Class has distinctly increased. Two years ago there were 91 teachers, principals or assistants, in first or second division of Third Class. Now there are only 83. The number in Second Class has remained practically unchanged; but in First Class we find a change for the better from 19 to 22 in Second Division, and from 3 to 7 in the First Division.

Under the head of training, the progress is also encouraging. The number of trained teachers, which between July, 1883, and March, 1890, had only increased from 64 to 70, has increased from 70 to 83 in the past two years.

This, undoubtedly leaves much to be done, as this total amounts only to 42 per cent. of the teaching staff. But this progress nevertheless holds out the hope that the time is not far distant when the untrained teacher will become not the rule but the exception.

As to the general efficiency, I think an improvement is perceptible. The work on the Time Table is more judiciously apportioned; and the Time Table itself is more carefully followed. The teaching is more closely confined to what can be thoroughly taught, and one less often meets ambitious lists of ineffectual extra branches. In several cases I have induced the teacher to discard his attempts at teaching such branches, where the obligatory programme was in a backward condition, and with very happy results. Another method by which a considerable improvement has been effected, is by urging the teaching staff to a distinct division of the work. This I have succeeded in introducing into all the unsatisfactory schools of the district. Where all is going well, it is unnecessary to insist; but wherever serious defects are observable, it is highly desirable that the responsible person should be known; and although a disinclination was shown in some cases to the arrangement, ultimately the teachers were well pleased to find the resulting increase in the passes and Results fees.

This division of work is extended to the monitors as well; indeed in their case a distinct statement of the work is almost more important, in order to guard against their being allotted an excessive amount or too advanced portion of the teaching work. The teachers have, with hardly any exceptions, discharged their duties to their monitors faithfully and efficiently. Having learned that failure at the collective examination will not merely involve dismissal of the monitor, but

militate against the chance of a successor's appointment, they have exerted themselves in training these young people in their programme, and with a very large measure of success. A failure of a monitor at either of the collective examinations is an extremely unusual event; and a failure at the Results examination still rarer. This is partly, no doubt, due to their making a good start in their course, being selected from the most deserving pupils by competitive examination. This plan of selection, though perhaps it may occasionally fail to satisfy all parties, is certainly the fairest, and has become popular with managers, as it rids them of the importunities of over-zealous parents. There is no duty committed to Inspectors, in which more far-reaching consequences are involved than in the impartial selection of monitors. For on this depends, to a large extent, the character of the future Queen's Scholars, and finally the character of the future teachers. It is therefore with great wisdom that the Commissioners now demand that, not merely should the candidate be well instructed in the ordinary programme, and well suited for his duties, but that the teacher should be capable of affording proper training, and that the schoolhouse should be sufficiently commodious to give space for the orderly arrangement and control of the pupils.

The introduction of the new industrial scheme has given rise to what may hereafter prove to be a difficulty of some consequence with regard to the teaching of monitresses.

This programme has usually been taken up in schools which, being the largest of the district, are to the largest extent staffed with these young persons. The monitresses are instructed with their class in the new programme. But at the end of their third and fifth years, their programme is on the lines of the old course; and indeed it is difficult to see how they could be allowed to pass through a five years' term without being tested in subjects so essential to their future duties, as Arithmetic, Grammar, and Geography. It will, I fear, be found very difficult to bring up these girls to a satisfactory acquaintance with the third year's programme, after their attention has been diverted for at least two years previously to an entirely different class of work; and equally difficult to teach both programmes simultaneously.

Under the circumstances, it might be advisable to make the old programme compulsory for monitresses during the entire course of five years.

The industrial scheme has not been very largely availed of in this district. Only nine schools altogether have taken it up; but these are in almost all cases the schools which would be, on other grounds, selected as the best in the district, as well as the most numerously attended. They include two out of the three convent schools, and seven ordinary girls' schools. In the other cases, exemption has been sought and obtained; and it is difficult to see how this programme could with advantage be carried out in small and remote country schools, where the attendance of girls in Sixth Class varies between three or four and nothing. The subjects taken up are as follows:—

Class A, No. 1 and No. 3.

Class B, No. 2 and No. 3.

Of these knitting and crocheting seem to be the most practically useful, as these kinds of work can be employed in the making of so many and so different articles.

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The New
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21. The work executed is, in nearly all cases, quite satisfactory; and the strain on the teacher is not more trying than heretofore. The change is also fairly popular with both children and parents. Some of the latter have not yet quite reconciled themselves to the new departure; and, should they not succeed in doing so after a time, possibly a division of the Sixth Class in large schools, into an industrial and literary portion, might be permitted, where the attendance is sufficient to furnish material for both.

The only serious complaint which I have heard is with regard to the character and lack of variety of the reading books for the Industrial Class. It does seem as if the books on Domestic Economy in the Board's list, although containing a great deal of useful information, are not well calculated to facilitate the acquirement of an easy and intelligent style of reading. The effect is already perceptible, in this direction, in a falling off of intelligence, both in reading and in the character of the letters written by the Sixth Class. If the use of descriptive books—such as Geographical Readers—were permitted, the difficulty would be, at once, obviated.

Needle-
work.

The demands of the Revised Programme in ordinary needlework have been fairly met. In a few cases—through inadvertence—insufficient time had been given to the subject, but this oversight has now been corrected. In cases where needlework has been decidedly backward in some particular, I have strongly recommended the use of coloured thread, and, with very happy results.

Owing, however, to the very complicated and various character of the new Programme, it is extremely difficult to test every detail with as much thoroughness as an Inspector would wish.

With regard to the other ordinary branches, the senior classes do not exhibit any marked change, but, in the junior divisions, a slow, steady, uprise is perceptible. I consider the state of these lower classes very creditable to the teachers.

Reading.

Reading I still consider, in accordance with the opinion expressed in previous reports, as, relatively to its importance, the weakest subject in the list. Fluent, intelligent reading, is very rarely met with, and an intelligent appreciation of the meaning of what is read is still more rare. In many of the schools it is hard to guess how the pupils could show greater ignorance of the subject-matter if no instruction at all had been given. Where there is proof of instruction, it is frequently confined to the list of meanings at the head of the lesson. Nor can this result be always set down to the inherent difficulty of the Lesson Books. Even where the lessons are simple and interesting, the same lack of appreciation is observable. A few months ago, when examining a Second Class on "The Farmer and his Sons," I asked the meaning of "the exact spot where it lies concealed." One little girl alone attempted to explain, and her explanation consisted in ejaculating, "Requires, demands." She had never been taught to discriminate exact in the one sense from the "exacts" of which the meaning had been set forth at the head of an earlier lesson.

Ignorance
of Subject-
matter of
Lessons.

No attempt is made to distinguish even between words which differ in every respect. How else could a child—in Fourth Class—read of anyone being "too *amphibious* of Court favour," instead of *ambitious*; or, a boy in Sixth Class pervert the words in the "Practical Farming" into "The manure heap is *exaggerated* with rain water," instead of *saturated*. The latter, moreover, is an instance of the way in which inaccurate and unintelligent reading reacts injuriously upon the other branches of the Programme.

In the writing of the junior classes little change has to be recorded. The head line is generally imitated with care, and the copies filled during the year, are sufficient in number and neatly preserved. In the Fifth and Sixth Classes the penmanship is scarcely so satisfactory as it was before letter-composition came to form an element in the estimate of the mark. In letter-writing, no advance can be recorded. Many of the letters are creditable performances, but a large number of them are carelessly and ungrammatically worded.

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Writing.

In the other subjects of the ordinary Programme no change of importance has to be recorded.

With regard to the optional branches, agriculture has been taught to girls in a good many schools, but without much success. Singing is only attempted in a couple of Convent Schools. Book-keeping is less widely taught than formerly, but the knowledge of the subject—where it is tried—is more thorough.

Optional
Branches.

The extra branches are:—Algebra, Geometry and Mensuration, Drawing, Physical Geography, Girls' Reading Book and Domestic Economy, Instrumental Music. The proficiency in none of these is of a very high order. It is much to be regretted that drawing is not more widely adopted; this subject is taught in only ten schools; it ought to be taught in all. Next to the obligatory subjects of the Programme, hardly any branch could be rendered a more effective means of training in so many different ways.

Extra
Branches.

With this report, I take farewell of the Bantry district, after being in charge for over nine years. Looking back over that period, I can plainly see that the efforts of managers and teachers have resulted in a very solid improvement in regard to the state of the school-houses and teachers' residences, the classification and emoluments of the teachers, and the proficiency and training of the pupils.

For the willing co-operation of both managers and teachers, I have to return my very warm thanks.

I have the honour to be, gentlemen,

Your obedient servant,

H. M. BEATTY,

District Inspector.

The Secretaries,

Education Office, Dublin.

Appendix C.

Reports on
State of
Schools.Mr.
J. Ross,Dunman-
way.

Mr. J. ROSS, M.A., District Inspector.

Dunmanway, March, 1892.

GENTLEMEN,—In pursuance of your instructions, I beg to submit a General Report on the state of education in the district of which Dunmanway is the centre.

Number of
Schools.Distribution
of Schools.Character of
school-
houses.New school
buildings.

Residences.

High class-
fication of
pupils.

Except in the case of perhaps 500 children the education of the district is given entirely in the National schools. The area of the district remains practically the same as when I took charge of it in October, 1889. One school recently taken under the National Board, Aghadown, about four miles west of Skibbereen, has been added, bringing up the total number of schools at present to 121, viz :—Two Model schools, three Convent schools, including one certified Industrial school, one Monastery school, three Poor Law Union schools, and 112 ordinary National schools. The distribution of these schools accords satisfactorily with the population, and in scarcely any part of the district are children obliged to walk fatiguing distances in order to reach the nearest National school. There are, however, two or three instances where schools are overcrowded, but in these cases I have received distinct assurances that the necessary additional accommodation will be provided without avoidable delay.

By far the greater proportion of the schoolhouses are good suitable buildings, properly lighted and ventilated, and well adapted for teaching purposes. Only two or three houses could be considered as bad. Those on the Island of Cape Clear are perhaps the worst at present, but in this case application for a grant to build has been made, and it is to be hoped that all preliminary steps will soon be settled and the actual work of building commenced within another year. Some excellent new vested houses have recently been erected, including St. Mary's Girls' and Infants' schools, in connexion with the Community of Sisters of Charity in Dunmanway; Castletownsend, male and female, in the parish of Castlehaven; and Behagh, in the parish of Fanlobbus. In a few schools the premises are kept with great neatness, tastefully planted with shrubs and flowers, and laid out with trimly-kept walks. These are the exception, and most of the premises show an absence of taste in this respect. This is a matter for regret, as a school with neat surroundings is not only attractive, and hence an incentive to good attendance, but has a beneficial effect on the home life of the pupils. In one school where the grounds are tastefully planted with flowers I am told that a desire has sprung up among the children to attempt flower cultivation at their own homes.

About twenty of the ordinary schools of the district have official residences for the teachers, but some progress has to be recorded in this respect, three new residences having been erected by State aid within the past year, and I should think three others are likely to be completed before another year elapses.

A glance at the statistics published yearly for the various districts will show that few, if any, have such a large proportion of pupils examined in the higher classes—especially in the Sixth class—as Dunmanway. The absence of remunerative employment for these young people is the main cause of their prolonged school life. The

expectation of a competitive examination for monitorship will sometimes keep a large Sixth class together for a year or two. With regard to the question of compulsory attendance, I believe that some form of compulsion is badly wanted in our larger towns, say in all those where the population exceeds 3,000; in smaller towns and country districts it should be left optional with managers whether they would resort to the machinery of compulsion in enforcing attendance at their schools. Before the introduction of any form of compulsion, the school buildings would require to be looked to. No child should be compelled to attend a cold, cheerless, badly-ventilated school, devoid of proper sanitary arrangements. The school hours, too, would require to be defined, so that children should not be compelled to attend for an unduly prolonged school day.

The inhabitants of the district are for the most part engaged in agricultural work, the manufactures being very few and unimportant. There is, however, a considerable and growing fishing industry carried on along the coast, and a technical school for fishing has recently been established in the village of Baltimore. As the literary work of this establishment is not under my inspection I am not very intimately acquainted with the details of its management, but I have learned that 150 boys coming from nearly all the maritime counties of Ireland are here receiving practical training in all branches connected with the fishing industry. A railway connecting Baltimore with Skibbereen is just now approaching completion, and it is anticipated that this railway will still further develop the important industry of Baltimore and other fishing stations in its vicinity.

Exclusive of the senior staff in the Convent Schools, the educational work in this district is carried on by 174 teachers classed as follows:—

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Mr.
J. Ross.
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way.
Compulsory
attendance
necessary in
larger
towns.
The fishing
industry.
Technical
school.
Classifi-
cation of
teachers.

| — | Males. | Females. |
|------------|--------|----------|
| I. . . . | 6 | 13 |
| II. . . . | 13 | 7 |
| III. . . . | 46 | 34 |
| IV. . . . | 21 | 26 |

It will be seen from this Table that the classification is, to say the least, rather over the average; indeed, it is somewhat exceptional here to find any principal teacher in third class. The desire for promotion is growing, and it is a desire to be encouraged in every deserving case. What often hinders deserving candidates for promotion is an injudicious distribution of their time for study after school hours. Many, as soon as they apply for admission to the examinations, begin to study in an unsystematic way, and working excessively long hours, their health proves unequal to the strain of school work and evening study combined, and before many weeks their hopes are dashed, and they give up dispirited and discouraged. What candidates require is a carefully drawn up programme arranging their work over the full course, and then to devote a strictly limited time daily to study. A great deal could be done by two hours daily regularly given to reading throughout twelve months. Classification is not, however, always an infallible index of

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| <p><i>Appendix C.</i> Reports on State of Schools.</p> | <p>efficiency; some of the best schools of the district are in charge of second-class teachers, while one or two of the least satisfactory are in charge of first of first trained teachers. The teachers of Dunmanway district are, with very few exceptions, a most deserving body of public servants. Many of them are highly skilful school keepers, thoroughly devoted to the interests of the children, and possessed of marked aptitude for their profession. Of the less successful most are more deserving of sympathy than of censure; among such it is not want of effort, but want of method and skill that causes their ill success. The school records are, in nearly every instance, kept honestly and punctually. I had recently some days that I could devote to incidental visits, and the strictest scrutiny did not, I am happy to say, discover any fraudulent practice in connexion with accounts. I have to express my appreciation of the consideration invariably shown to me as Inspector, and of the kindly spirit in which any criticisms I have had to offer have been received, as well as of the anxiety manifested by all the teachers to lessen, as far as lay in their power, the arduous duties of the Results Examination.</p> |
| <p>Mr. <i>J. Ross.</i> Dunmanway.</p> | |
| <p>Character and efficiency of teachers.</p> | |
| <p>Monitors.</p> | <p>There are 134 monitors in the schools of this district, the number in each year of service not varying far from an average of 26. These young people are, as a rule, most attentive to their studies, and receive regularly from their teachers the prescribed amount of instruction both inside and outside school hours. I think it would be well if the standard of answering on D papers were raised so as to enforce the retirement from service of those who are not specially diligent and capable; it would not then be too late for such young persons to turn to something else for which they possessed more inclination and general fitness. Those who would be retained would have, at the end of their fifth year, an excellent knowledge of the course for Third class; and such of these as proceeded to a training college could there devote all their attention to acquiring the most approved methods of school-keeping.</p> |
| <p>D papers, a suggestion.</p> | |
| <p>Proficiency generally good.</p> | <p>As I have been only about two years and a-half in charge here, I am not in a position to chronicle any very marked improvement in the efficiency of the schools. There has been, on the other hand, I may confidently hope, no retrogression. My first few months of duty in Dunmanway led me to the opinion that the proportion of schools where really good work was done was exceptionally high; increased acquaintance has deepened this impression.</p> |
| <p>Some un- satisfactory schools.</p> | <p>There are, however, a very few schools in which mediocre work is all that apparently can be obtained. These few indifferent schools comprise most of the small schools receiving capitation grants, and those which with a struggle just maintain an attendance sufficient for class salary.</p> |
| <p>Estimate of a school.</p> | <p>In judging of the general usefulness of a school, I am inclined to give the greatest possible weight to the result of the efforts of the staff in moulding the character and forming the habits of the children, especially of the senior pupils, who have passed most of their school life under the teacher's influence. Special note should be taken of the deportment and demeanour of the children on examination day and at incidental visits; with the view of ascertaining whether they are honourable and truthful in word and act, whether they are quiet and orderly, yielding at once a prompt and intelligent obedience to the commands of the examiner or teacher. I am happy to report that very many of the schools in this district are satisfactory in these respects. I have been specially pleased in a large number of the girls' schools with the</p> |

exemplary conduct of the pupils of the senior classes. In connexion with this subject of the necessity of inculcating self-reliance on all connected with our schools, I desire to add, that I believe the July Examinations furnish a proper occasion for impressing deeply the lessons of absolute truthfulness and honour on those likely to enter the teaching profession. I would therefore suggest that any monitors or candidates for training detected in any fraudulent practice at these examinations should not only lose the examination at which they have proved themselves dishonourable, but that they should be thereby absolutely disqualified from ever entering the public service as educators of the young. Out of many satisfactory schools in this district one stands prominently forward as a specially good type of what a National School should be. The organization and discipline are perfect, and, so far as I can make out, punishment is all but unknown in the school. Every boy, from the smallest up, seems to feel himself personally responsible for the honour of the school. Not only, therefore, is the deportment on examination most pleasing, but visitors entering the school never call away the attention of the pupils. Every boy has work to do at all times of the school day, and to that work he has been trained to attend with exemplary assiduity. The proficiency is, of course, uniformly excellent, and the past record of the school most creditable. A few days spent in such a school would be of great service to many teachers in whom the faculty for discipline and organization seems dormant.

I shall now offer a few remarks in detail upon the proficiency in the various subjects.

Reading, though rarely excellent, is for the most part fluent in all the schools; it is very exceptional to meet a pupil unable to master the mechanical difficulty of naming the words. The proportion of schools in which the reading could be described as intelligent, though yearly increasing, is still under what could be wished. A fair amount of attention is given to explanation of reading in most schools, and in some, indeed, an intelligent knowledge of the subject-matter has been imparted to the children; this is, however, rather the exception than the rule. Not much use is made of the pictures in the lesson books, although these might be availed of as a great means of helping towards a clear understanding of the meaning of the lessons. Reading—so that the listeners can follow what is said without looking at the book—is a test I apply frequently at incidental inspections and occasionally in senior classes at Results Examinations. I find that the application of this test tends to check undue haste in reading. Intelligent and expressive reading is, occasionally but not often, to be met with in case of monitors. I frequently test them in reading poetical selections as well as prose. The specified number of poetical pieces is invariably prepared, and the recitation frequently displays creditable taste and expression. The common defects in the recitation are a tendency to proceed by a sort of accelerated velocity to headlong speed, and to misplace the emphasis by carefully laying stress on all the unimportant words. The useful exercise of simultaneous recitation is I find resorted to from time to time in many schools.

Writing is well taught in the majority of the schools, and bad writing is rarely met with. In adopting a system of head-line copy books, care is required to secure that a series in which there is no change of style is selected. At a recent interview with Mr. Vere Foster, who was making a tour of inquiry in reference to writing throughout the greater part of Ireland, he gave it as his opinion that bad writing and excellent writing were alike becoming rarer in all schools. All monitors should

Appendix C.

Reports on
State of
Schools.Mr.
J. Ross.Dunman-
way.July ex-
aminations,
conduct of
candidates,
assiduity.Type of a
good school.

Proficiency.

Reading.

Poetry,
defects in
recitation.Writing and
spelling.

Appendix.
Reports on
State of
Schools.

Mrs.
J. Ross,
Dunman-
way.

he compelled to give special attention to penmanship, as the general tendency amongst the senior classes is to fall into the style of handwriting of the teacher, no matter what style of copies be adopted in the schools.

Spelling is well taught: great care is taken to secure that the pupils re-write correctly the misspelled words of their dictation exercises a sufficient number of times. Failures in this branch are more frequent in the Fourth class than in any other; the present reading book for this class contains an extensive collection of difficult and irregular words; when the pupils are able to pass well in the dictation exercise in Fourth, little trouble is experienced in bringing them up in spelling in the higher classes. Spelling in the composition exercises is frequently unsatisfactory. I am of opinion that since letter-writing has now been for some years essential for a pass in writing in Fifth and Sixth classes the standard might be somewhat raised. For instance, when Fifth class pupils are not thoroughly conversant with the proper letter form at beginning and ending, a pass should be refused, even when the letter is in other respects fairly satisfactory. Misspelling in a letter in Sixth class, or gross grammatical blunders should also, I think, cause the pass to be withheld, even when the penmanship is good. After the introduction of composition as essential to a pass in writing, rapid progress was made for one or two years, but recently I fear the advance has not continued to be so marked.

Proficiency
in letter
writing not
advancing.

Arithmetic

Arithmetic is well taught. It engrosses a large portion of the school day, as well as of the energy and attention of both teachers and pupils. Notation receives, as a rule, a due amount of attention. I seldom find mental calculation entirely satisfactory. Apart from its practical usefulness, the great educational value of the effort to follow out even the brief train of thought required to solve mentally an easy problem in arithmetic, can scarcely be over-estimated; by my invariably testing the children in this branch, I believe that increased attention is now given to it. Compound addition is very fairly attended to.

Mental
arithmetic.

Grammar.

Grammar receives, as a rule, a good deal of the time of the teachers, the principal part of the instruction being devoted to parsing. Derivations are generally fairly known. The pupils of Fifth second stage and of Sixth class should have more practice in applying their knowledge of syntax to the correction of faulty sentences, giving in each case clear reasons for the emendations suggested. This exercise would I believe prevent some of the gross errors in grammar with which the letters of those who can parse correctly frequently abound.

Geography.

Geography is carefully taught in a large number of the schools, but in some cases children of Third class are not sufficiently questioned on the relative positions of the great divisions of land and water; this questioning should often take place without the pupils having an opportunity of seeing the map. Fifth class second stage are frequently deficient in knowledge of the continents. Sixth class seldom show an adequate acquaintance with the elements of mathematical geography; the map of Ireland is not well drawn by this class, except in a few schools. I concur in the opinion of those who suggest that a handbook should be drawn up for each of the maps prescribed; this would be more satisfactory and definite for teacher, pupil, and examiner.

Some
defects.

Agriculture.

Agriculture is taught in all the boys' schools in the district, and in a few of the girls' schools, also in most of the mixed schools both boys and girls are taught this branch. The answering, though occasionally showing that the energies of teachers and taught have been largely expended in making up the text-book from memory, is generally as satisfactory as could be expected in the absence of school farms and

school gardens. It might perhaps check the tendency to rote teaching where it exists, if instead of prescribing certain portions of a particular text-book, a definite syllabus were drawn up specifying the principles to be understood by each class of pupils. In South-west Cork tillage operations as a rule are not well carried out, and cottage gardening as described in the text-book is almost unknown, anything beyond potatoes and cabbage being rarely attempted. It is difficult to teach details of cropping and gardening to children whose home experience is this kind. Practical questions on tillage operations such as how to prepare the stubble of oats for potato or turnip drills, or how to get ready a portion of a cottage garden for parsnips, are rarely answered fully and correctly. A great deal might be done to make this subject more intelligible if teachers were encouraged to keep in their schools a collection of small samples of the various seeds, artificial manures, &c., mentioned in the text-book. Such samples would cost only a few shillings and might be kept in small glass bottles. Samples of grasses, &c., might also be procured at the proper season. This would help to show the children that in agriculture it was with real things, and not with mere words and names they were concerned.

A few simple chemical experiments might, where practicable, be shown with great advantage to the Sixth class, such as the action of sulphuric acid on bones, the formation of hydrate of lime, the action of carbon dioxide on a solution of lime water. Such experiments could be made without any technical acquaintance with chemistry, and with apparatus costing very little indeed. I am decidedly of opinion that the literary instruction in Agriculture given in the schools, though open to hostile criticism, is nevertheless worth the public money expended on it. This view of the question will be apparent if we look at "practical farming," even from the stand-point of a text-book on reading and explanation combined, and consider how great an amount of the time and attention of many skilful teachers is given to it. It may not be due to the instruction in agriculture in the schools, but one cannot fail to be struck with the amount of progress within recent years in the drainage and reclamation of land by the farming population. Greater progress has I believe been made in this respect in West Cork in the past ten years than in the previous fifty. An attempt has recently been made to introduce fruit culture in this district; as this effort is only in its initial stage, I am not able to say what the result is likely to be.

Book-keeping is taught in a good number of the schools, and in most instances the instruction given is useful. The sets are always carefully written out, and generally speaking sufficient acquaintance with the theory is exhibited.

Needlework received very special attention from my predecessor, who succeeded in establishing a high standard of efficiency in this important branch. For some years past I have required all the pupils to sew their specimens on examination day with coloured thread, and thus faulty stitches are more easily detected. Excellent results have followed the introduction of the daily hour for needlework, and the pupils are as fully qualified on the present more difficult programme as they used to be on the former easy one. I find that darning is not as well done as it should be, but improvement is daily taking place in this respect. The introduction of a special day for needlework at the July Examinations has been very beneficial. The improvement in cutting-out shown by candidates is beyond what could have been anticipated; and the good has not ended here, for the children in Fifth and Sixth classes have also made a great advance in the same branch.

Appendix C.

Reports on
State of
Schools.Mr.
J. Ross,
Dunman-
way.Tillage
operations.Simple
chemical
experimentsBook-
keeping.

Needlework.

Appendix C.

Reports on
State of
Schools.Mr.
J. Ross,
Dumfries-
way.Alternative
scheme.Popular
industrial
branches.Some
objections
and diffi-
culties.Technical
education.Weaving
Skibbereen
Convent.

The alternative scheme has been adopted in 28 schools. Though on its proposed introduction it was regarded with considerable misgiving by both managers and teachers as likely to have an injurious effect on the attendance, experience has not borne out this foreboding; in several schools indeed, it has had quite an opposite tendency, many of the more grown girls remaining at school in order to avail of the advantages offered by the scheme.

The industrial branches most commonly taken up, in addition to plain needlework are Class A¹—Dressmaking and underskirt making and Class A²—Knitting of various articles; Class A³—Fine underclothing and baby clothes—has been attempted in a few instances. In knitting, the proficiency generally exhibited is good, the pupils giving evidence of having had plenty of practice. In dressmaking, the skill displayed, though often creditable, is not so uniformly good; not many of the teachers are capable dressmakers, and it is hardly in keeping with experience that the average skill of the class should exceed that of the teacher. Where the teacher is competent and painstaking, the girls evince the deepest interest in their work, especially where the scientific system is adopted. Though not many of these young people may take up dressmaking as a means of livelihood, it is beyond question that the skill acquired in the schools is making them useful members of the home circle, and must fit many for well-paid positions in domestic service, where good skill in needlework is an indispensable qualification. Practically nothing has yet been done in this district in working these branches as commercial industries.

One of the objections raised to the scheme is the difficulty of providing material; the teachers fear that on them would fall the cost. In all but the poorest localities this objection has little weight, most of the pupils providing their own material. My attention has been drawn to one real difficulty in connexion with the scheme, that is, that using such Readers as Nelson's or Collins's Domestic Economy is likely to interfere with the fluency of the reading. This has, to some extent, been met by taking up the Sixth Book along with the text-book on Domestic Economy. With reference to the subject of reading under this scheme it appears to me that in country schools where agriculture is not taught to the girls, very suitable reading matter would be, say the management of live stock, dairy work, pig and poultry keeping as treated in Practical Farming, or other approved text book.

In selecting in any locality subjects for technical instruction, it seems better as a general rule to encourage and develop industries already in existence, and for which the district offers facilities, rather than to break absolutely new ground.

A successful effort to introduce what is practically a new industry has, however, been made at the Convent of Our Lady of Mercy, Skibbereen, by starting hand loom linen-weaving. Though this industry would undoubtedly have a fairer field for its operations, if the flax cultivation and yarn manufacture were carried on in the neighbourhood, yet the enthusiasm and perseverance of Mrs. Dooner, the sister who has undertaken the work of introducing the industry, are likely to prevail over all obstacles. I cannot better detail the progress and aims of the industry, than by quoting from a communication recently received from Mrs. Dooner, in which she says:—
“The linen weaving in our schools has been attended with great success. The girls are gradually with time acquiring a habit of close attention and a desire to work neatly. The various fabrics turned out at present are carefully wrought, and, except

in the case of new hands and the National school pupils preparing for examination, no notable defects can be observed in the work produced. Our fears that the product of our looms would be inferior have disappeared. Over a year ago we sent samples to L. M. Ewart, Esq., Belfast, for his opinion, which was highly favourable. Each time the teacher returns from Queenstown he observes a marked improvement, and he has given as his opinion that our girls could favourably compete for quality of work with the Northerns. We have not as yet gone in for quantity, as our capital is too limited, but when we decide with an increase of funds to put on speed, we expect our girls will fully come up to what we require. The original intention in starting the industry was to found a cottage industry, the Convent Weaving Hall to be the centre, where the young hands would work, the older ones to have looms erected in their cottages, supplementing by industrious habits the small and often very precarious earnings of their parents. This intention still remains, but it is too soon to develop so far, and it is our opinion that the greatest error that could be made in working the industry would be to act hastily in doing so. We have secured a home market, and sent out our first lot of goods at wholesale prices to Messrs. Clery and Co., Dublin. The buyer there was satisfied with quality and prices, and we took care to secure a fair profit to industry when quoting prices. I think this is the best proof I can give you that the industry can be self-sustaining." I should add that the Commissioners have recently made a grant in aid of payment of salary to the teacher of weaving.

Extra branches are pretty extensively taken up. It is open to question whether instruction in such branches might not be altogether abolished in elementary schools. I am decidedly of opinion that it should be strictly curtailed; and I should be glad to see an alternative course introduced where an equal amount of money could be gained by the teacher for superiority in school-keeping as exhibited by excellence of discipline and organization, high moral tone and intelligence. One serious objection to the teaching of extra branches is the long school hours entailed when an extended course is taken up. It cannot but be harmful, both physically and mentally, to keep such children as are poorly nourished at work during an excessively long school day. The pupils of Fifth first stage are usually too young to profit by instruction in any extra branch except drawing. Unless, therefore, in special cases, extras might with advantage not commence until the pupils were in second stage of Fifth at least. The money thus saved could be most usefully employed in developing where necessary special branches of eminent practical usefulness. The extra branches most frequently taken up are algebra and geometry for boys, physical geography for both boys and girls, and sewing machine and dressmaking for girls. Hygiene is taught in four schools, and Irish in about the same number. Trigonometry in two schools, heat and steam-engine and mechanics in one each. The proficiency in these branches I generally find to be from fair to good; it seldom happens that the fee is withheld for inefficient instruction. Successful cookery classes are in operation in two of the Convent schools, also in the female department of Skibbereen Poor Law Union school. This subject is second to none in usefulness, and appears to hold the first place in popularity, not only with the children but with the parents. It has been suggested to me, and the suggestion is one worthy of consideration, that there should be two stages in this extra. The first year's work to be solely devoted to plain cookery, with special bearing on the preparation of economical dishes for the families of working men. The second more advanced work, such as would suit families

Appendix C.

Reports on
State of
Schools.Mr.
J. Ross,
Deanman-
way.Extra
branches.Unduly long
school day
objection-
able.Algebra,
Geometry,
and other
extras.Practical
cookery.Cookery,
two stages.

Appendix C.

Reports on
State of
Schools.Mr.
J. Ross,
Dunman-
way.Drawing
and singing.

Infants.

Kinder-
garten.Infant class
in ordinary
schools.Convent
schools.Certified
industrial
school.Industrial
department
Rule 52.

of the better class where girls might go to service, or would be useful in the homes of those children whose parents were in comparatively easy circumstances. Lessons of two hours each in practical cookery should be insisted on; shorter lessons are almost useless. Any one who knows anything of practical chemistry will appreciate the obvious advantage of the longer lesson in such a subject as practical cookery.

Drawing is taught in the Model schools, in the Monastery and Convent schools, and in five or six of the ordinary schools. Where this branch is taken up a useful facility in freehand drawing is usually acquired by the pupils who pass through the various classes up to Sixth. Singing is taught in about the same number of schools as drawing; indeed these two subjects generally accompany each other in the same school. The Tonic Sol Fa system is adopted in only one school. In the case of two schools the proficiency in singing was very unsatisfactory; in the remaining schools, it varied from fair to very good.

There are at present in operation in the district three infants' schools as well as two regularly organized infants' departments. The instruction of the pupils in these schools and departments is satisfactorily carried out; the rooms are suitably equipped, and with one exception the children are carefully drilled in action songs and other exercises. Kindergarten classes, with occupations for infants, are established in three of these schools, and in these cases it is pleasing to witness the happiness and interest of the little ones when engaged with the dainty gifts or when taking part in the games. In the ordinary National schools, with which there is no infants' department in connexion, there is, generally speaking, no greater difficulty than providing suitable employment for infants. The usual half hour lessons, especially at tablet reading, are rather long for children of tender age. Most infants in the schools of this district are taught how to hold long pencils and to shape on slates letters and figures. The chart exhibiting the comparative sizes of one hundred animals is found in a good number of schools, and in some cases the infants can tell the names of a few of these, and, perhaps, give one or two facts descriptive of the animals. I find the vocabulary of infants in many schools very limited; few can give the names of the articles of school furniture or of the most familiar birds, flowers, &c. Some of the Kindergarten occupations are quite adapted for, and would be found most useful in, ordinary schools; among these are threading coloured beads, stick-laying, paper-weaving, drawing on ruled slates; these exercises have the great advantage that they could be carried on in the desks as silent lessons, under the superintendence of a monitor.

There are four Convent schools in the district, two of these being conducted by the Community of Sisters of Charity in Dunmanway. These schools are all centres of great usefulness. I have referred elsewhere to the weaving department in Skibbereen. The Kindergarten exercises in Clonakilty, and the intelligence of the Sixth class there, are features deserving a word of commendation.

There is a certified Industrial school in connexion with the latter Convent. Judged by the surest test, the after-careers of its children, this school takes very high rank among institutions of its class. The literary teaching is excellent.

There are Industrial departments in connexion with the Convents of Skibbereen and Clonakilty, where the pupils who have already passed in Second stage Sixth, as well as the monitors, are specially instructed in embroidery and advanced needlework; in Clonakilty a class of externs avail of this instruction. In both schools these departments, on which

from time to time I have furnished detailed special reports, are progressing satisfactorily. In Clonakilty most of the work finds a market in the town and neighbourhood, and also in Cork city.

St. Mary's Girls and Infants schools, Dunmanway, under the Sisters of Charity, have but recently been established, only two results examinations having as yet been held. The organization and discipline maintained in these schools, as well as the character of the proficiency hitherto, leave no room for doubt that they have before them a career of great usefulness. St. Patrick's Monastery has superseded what was Dunmanway Male National school, the Brothers of the Christian schools having taken charge there on 1st January, 1891. Since the Brothers took charge the school has made distinct progress in numbers and efficiency.

There are in this district three Poor Law Union schools comprising five departments. The proficiency in all these is as a rule fairly up to the average of the ordinary schools. The female department in Skibbereen has been many years in charge of the Sisters of Mercy. The education given in this department aims successfully at making the girls good domestic servants. I was much impressed with the skill in practical cookery displayed by the senior pupils at a recent examination of this school.

Though the attendance at the Model schools has seriously fallen off owing to the withdrawal of Roman Catholic pupils, and a corresponding reduction of staff has taken place during the period covered by this report, yet these schools continue to do valuable educational work. There are at present three pupil teachers in the boarding establishment; the conduct of these young men is exemplary; they are very diligent in their studies, and give promise of aptitude and efficiency as teachers.

The management of the schools of this district—excluding the Model and Poor Law Union schools—is in the hands of 15 Roman Catholic clergymen, 2 nuns, 9 clergymen of the late Established Church, and 2 laymen. The clergymen of both denominations display as a rule much interest in their schools, visiting them frequently, and making themselves acquainted with the circumstances of the children individually; many of them spare no pains in endeavouring to secure regular and punctual school attendance. I take this opportunity of expressing my appreciation of the co-operation received from the managers in carrying out the rules of the Commissioners, and of their readiness to adopt such suggestions as I had to offer in regard to the welfare of the schools, as well as to acknowledge the unvarying courtesy manifested by them in their official relations with me.

I am, gentlemen, your obedient servant,

J. Ross, D.I.

The Secretaries,
National Education Office,
Dublin.

Appendix C.
Reports on
State of
Schools
—
Mr.
J. Ross,
Dunman-
way.
—
Monastery
school.

Poor Law
Union
schools.

Model
schools.

Managers.

Appendix C

Reports on
State of
Schools.Mr. E.
Downing.
Cork.

Mr. E. DOWNING, District Inspector.

Cork, 31st March, 1892.

Description
of the
District.

GENTLEMEN,—I beg to submit the following general report on the state of National Education in my late district; namely, that of which the city of Cork is the official centre.

I was there entrusted with the inspection of 130 schools, of which 29 were in the city, 8 in the town of Bandon, 4 in the town of Kinsale, and the remaining 89 scattered through the country lying west of Cork Harbour, as far as, though not including the town of Clonakilty, and extending from the southern coast northwards as far as the Cork and Muskerry Railway.

Classifica-
tion of the
Schools.

The schools may be classified into 112 ordinary, 6 convent, 4 monastery, 5 workhouse, and 3 evening.

Premises.

As the three evening schools are held in premises used also as day schools, there are but 127 schoolhouses to be accounted for. Of these 15 are vested in the Commissioners, 38 in local trustees, and 74 are non-vested. The premises vested in the Commissioners are kept in good condition; those not so vested are, as a general rule, not well kept. There are no regular funds for the purpose.

The rural portion of the district is fairly supplied with schools; and the rooms, with five exceptions, contain sufficient space for the attendance.

Besides the five schoolhouses that are not sufficiently large, there are fifteen unsatisfactory for other reasons. Some are in very bad repair; some have defective sanitary arrangements; one is in a graveyard, without any separation, and with graves approaching to within less than five feet from the house, and even door. In five instances, steps have been taken towards providing proper accommodation.

Accommo-
dation
within the
city.

Within the city, school space is very inadequate. Several of the schools under Roman Catholic management are overcrowded; and there are localities not at all provided for. The clergymen are using their best efforts to meet the wants, but find it extremely difficult to procure suitable sites. All the existing houses, with one exception, are good ones, and well kept.

The one exception is St. Francis National School in Kyle-street, specially established in an appropriate locality for the very poorest children. As this schoolroom is over-crowded, several efforts were made to induce some of the best class of the pupils to attend the SS. Peter and Paul's National Schools, not far distant; but, after a few days, evidently uncomfortable amongst children of a better class, they left these latter schools, and had to be received again by their *alma mater*.

The indefatigable manager sought for years for a proper site on which to erect suitable buildings for this most useful and most necessary school; but, though a few plots offered, there occurred in each instance some drawback—some circumstances that rendered the site ineligible, or some defect in the title.

In the Blackpool Male National School I found present, on several occasions, twice the number of pupils that the room was calculated to accommodate. Here again the manager had for years sought for a site on which to build. He was, at length, successful last year; and the buildings are now, I believe, in-course of erection.

During my two years of office in Cork very fine new premises were completed for the Clarence-street Convent National School, where there is now ample accommodation for 1,500 pupils. I found 1,345 present there on one occasion.

The St. Patrick's Infants' schoolhouse, also, was entirely rebuilt; and important additions made to the premises of St. Patrick's Male and Female National Schools.

Again, a fine schoolroom for boys was completed in the village of Douglas; and also a good house for a mixed school at Fountainstown. These were very badly needed to supersede unsuitable premises.

Though much has been done, the most important fact remains that the district is not provided with accommodation for the reception of any considerable influx of pupils, such as is hoped for as the result of legislation.

In the rural portion of the district, besides the five schoolhouses that are insufficient even for the present attendance, there are 19 others barely sufficient at present, and therefore not prepared to receive any additional attendance; and, perhaps I should add, that some of these are vested in the Commissioners.

All the schools in the city under Episcopalian Protestant management have endowments, now collectively controlled by a local board, appointed recently by the Endowments Commissioners. This local board holds the patronage of all these schools, having the right of appointing the manager in each case.

Some modifications in the distribution of these schools has been effected, and some further changes are contemplated. All the new regulations, so far, are most judicious, tending to get rid of small and inefficient schools, to increase the attendance at well selected centres, to provide for localities in need of accommodation, and to raise the retained schools to a high standard.

When the proposed improvements are effected there will be ample provision for the children of this religious denomination, even with the Compulsory Attendance Act in force.

Considering merely the numerical strength, every school, as a rule, has an adequate staff. The only exceptions are such as have an average attendance under 70 but over 50, and are under the charge of low-classed, untrained, or inefficient teachers, who cannot be entrusted with the care of a monitor. There are six such schools in the district.

Even a skilful teacher cannot efficiently instruct a school of 60 pupils, in which all the classes are represented, without some help. There seems to be a very general reluctance to employing unpaid monitors; and, when employed, they do, perhaps, more harm than good, for want of training.

The question of the proper staff for schools of the class to which I am now referring, deserves consideration, particularly in view of the fact, which I believe will be admitted, that the general staff of monitors should be reduced.

The principal teachers are fairly classed. In first class there are 19 males and 16 females; in second class, 33 males and 32 females; in third class but 10 males and 10 females. From this calculation there are excluded seven convent and monastery schools under the capitation system, and the three evening schools, the teachers of which are also employed in day schools.

Of the 20 principal teachers still in but third class, I regret to say 17 are what may be described as chronic cases; four are

Mr. E. Downing.

Buildings erected during the last two years.

Protestant City School Board.

Staffs.

Classification.

Appendix G.
Reports on
State of
Schools.

Mr. E.
Downing,
Cork.

Training.

upwards of 30 years in the service; eight more are upwards of 20 years in the service; and the remaining five are 10 years and upwards. With four exceptions, these are wholly incompetent, and unfit to have charge of national schools.

Reckoning principals and assistants together, there are 267 classed teachers in the district. Of these 93 only are trained: 172 are untrained. It is true that some of the best teachers are untrained; and also true that some of the trained teachers are very worthless; but the proportion of inefficient trained teachers is comparatively small, about 15 per cent. of the entire number of them; whereas the proportion of inefficient untrained teachers amounts to fully 50 per cent. of the entire number of them.

It is therefore worthy of consideration whether some further steps may not be possible and desirable towards diminishing this large proportion of inefficient untrained teachers in office.

My experience of trained teachers leads me to conclude that the several colleges need to still further direct the attention of the students to the acquisition of skill as instructors and school-keepers. The candidates, as a rule, do not go to training for this, but mainly to obtain higher classification; and this mischievous tendency should be firmly met. I should like to see the heads of colleges taking credit, not for the number of candidates they had ground up for the First Class Examination, but for the number of really efficient successful teachers they sent out to us in the provinces.

Convent
Schools.

In the Convent schools, although the religious are not trained in the official sense, the novices for years go through a thorough course of study and training to fit them for our school work; and there is no convent in the Cork district in which there are not senior nuns highly competent to give such a training; and to those who know anything of convent life, I need not say it is done *con amore*.

I always endeavoured to have in these large schools some very experienced member of the community entirely free to go through the several rooms, looking after the organisation, and the method of instruction pursued by the junior members of the staff.

Efficiency
of the
Schools.

The question of the efficiency of the schools may be limited to that of the efficiency with which the school programme is worked out; for, practically, nothing else is done or attempted but preparing for the Results Examination. The natural consequence of a scheme of payment according to results is to have nothing done but what is paid for. Those subheads only of the programme on which payments are made receive any considerable attention. There are two subheads not of this class, but of highest importance, to the serious neglect of which I feel bound again to call attention. These are Explanation of the reading lessons, and Mental Calculation.

Knowledge
of the
English
Language.

The teachers of the Cork district, as a very general rule, work diligently. Allowing for adverse circumstances, principally those of irregular and limited attendances, I believe there is a reasonable amount of good work done; but I wish to see all the work made as useful as possible to the children for their after life; and I particularly wish to have all the instruction genuine, and not merely specious.

It is very wrong to have the pupils habitually reading passages that they do not at all understand. I therefore again beg to recommend that the fee for reading in Fifth and Sixth classes be made mainly dependent on the intelligent knowledge of the language of the text-book; but, as the reading books are, in my opinion, too difficult, I would suggest that the examination be confined to fifty pages officially selected. It is certainly time to grapple with this great defect in our schools.

I consider penmanship very fairly taught. The chief defect that I noticed with regard to it was, that many teachers allowed the pupils to carelessly write other exercises than those of copying. This seriously counteracts the efficiency of careful copying. Even the notings of the lessons for the day should be examined with a view to prevent scribbling.

The success of spelling, though by no means had, is not up to what may reasonably be expected. In all cases, when the spelling was bad, I found the written exercises carelessly marked.

In the spelling of second class, I found prevalent a very mischievous defect. The children were trained to give the meanings with the spelling of the words in columns at head of the lessons; and were permitted to spell the words rapidly and indistinctly. They rushed over the spelling, as if the meaning were the only important matter. They were consequently unable to say the letters of the word separately; and had therefore made no progress towards being able afterwards to write these words. The meanings should be taught apart from the spelling.

Very little progress has been made at the systematic teaching of the writing of a simple letter. This is an exercise admittedly of the very highest utility to our pupils. It is not to be confounded with composition. What is expected at a Results Examination can be taught to all, and admits of systematic treatment obvious enough. In very few instances, however, did I observe any method in the instruction. There seemed to me to be a great want of thought on the part of the teachers generally.

For instance, I found the pupils, as a rule, unable to give the address as if writing from their own homes. Here is one point of obvious utility. I have lately been shown a letter written from America by a girl who had been in sixth class, and commenced with the name of the National School in Ireland where she was educated. The letter nowhere gave her address in America.

Again, I found the pupils, in general, unable to commence and conclude the letter in terms suitable to the person addressed. A letter written to a father generally began and ended in the same terms as if written to a school-fellow.

What I considered the chief defect, however, was that no use was made of this letter-writing towards correcting the worst local vulgarisms. Very generally through the district, a third person singular verb form is used in the present tense after a nominative of the first person singular or plural. I found no letters selected with a view to check this dreadful solecism.

I also observed with regret that the use of the full stop was seldom taught.

Speaking still generally, I consider the instruction in grammar but moderately successful. It is very defective in method. Geography, on the other hand, is very fairly taught.

In the rural schools, agriculture receives careful attention; and the answering, in most instances, on this subject, I found accurate and intelligent.

I deem the progress at needlework, on the whole, satisfactory. The chief defect is at cutting-out. A large number of the teachers need to take immediate steps towards qualifying to teach cutting-out properly. It is effectively taught only in very few schools.

The alternative scheme for sixth class was adopted in 21 schools out of a possible total of 63. In most instances there was a fine display of really good work; the pupils had acquired a reasonable amount of skill

Appendix C
Reports on
State of
Schools.

Mr. E.
Dewey,
Cork.

Penman-
ship.
Spelling.

Letter
Writing.

Local
Vulgarisms.

Grammar
and
Geography.

Agriculture

Needle-
work.

The
Alternative
Scheme.

Agnes M. C. and dexterity at the several operations; and the result of the examinations otherwise was satisfactory.

Reports on State of Schools. The samples of work exhibited and, in part, executed in my presence, included dress-making, underskirt-making, fine underclothing, baby robes, knitting and crocheting of jerseys, caps, wraps, petticoats, stockings, gloves, plain in-grain marking, lace-making, and Mountmellick work.

Mr. E. Downing, Cork.

In some cases the alternative scheme was not adopted through fear of losing some girls of a better class attending these schools. That these fears were really groundless is proved by the result in those schools in which it has been adopted. It needs only a fair trial to commend itself universally. In most cases the real reason for its non-adoption was the inability of the teacher to give the required instruction.

Kinsale Industrial Department.

In one school only, namely, the Kinsale Convent, is the scheme so perfected as to have a regular market for the work executed. An industrial department, established here in the years of the great famine, has been kept on continuously; and, during the last two years, has developed much additional vitality. It is well managed. There is an art class in connection with South Kensington, and the girls working at lace and other kinds of embroidery use patterns designed in the school. Several prizes were obtained by the pupils for designs during the past year.

Optional and Extra Branches.

With respect to the optional and extra branches taught, I examined Kindergarten in 10 schools; Book-keeping in 17; Vocal Music, according to Hullah's system, in 25; Vocal Music, according to the Tonic Sol-fa system, in 4; Drawing in 26; Geometry in 28; Algebra in 26; Physical Geography in 21; Hydrostatics in 1; Irish in 5; French in 5; Dressmaking, with use of sewing machine, in 87; Instrumental Music (Piano) in 4; Domestic Economy in 3; Practical Cookery in 2; and Hygiene in 1.

Kindergarten.

I am of opinion, that some small portion of the best features of the Kindergarten system should be required in every Infant class under the head of "suitable exercises," referred to in the programme.

Book-keeping.

The Sixth class pupils should not, in my opinion, be required to write out the Sixth Set of Book-keeping. It does not afford instruction in any degree proportionate to the time spent at it; and it is so long that the pupils never grasp it as a whole. Three well-selected sets from Hamilton and Ball's little work would be far preferable.

Vocal Music.

The Tonic Sol-fa system of Vocal Music is making its way into the district, and seems likely to soon supersede Hullah's method. The former system is admirably constructed in every detail; the latter is tedious and ineffective. The Staff Notation in competition with the Tonic Sol-fa is certainly handicapped with Hullah's method. A knowledge of the Staff Notation is very desirable. It opens the way for a child to learn to play on any musical instrument. Much of the grandest, and all of the newest music is out of the reach of the mere Tonic Sol-faist. For scientific reading even some knowledge of the Staff Notation is needed. I am of opinion that, with a proper method, singing at sight could be taught as readily with the Staff as with the Tonic Sol-fa Notation; and I should like to see the trial fairly made.

I therefore recommend a revision of the programme of Vocal Music (Hullah's method), with a change of the name to Vocal Music (Staff Notation). I would make the tests for the several classes in it as similar as possible to those in the Tonic Sol-fa programme; that is to say, I would give tests in reading music of suitable degrees of difficulty, not requiring the teacher to adopt a method which is very generally

condemned; but allowing him to teach his pupils to read by the best plans available. Appendix C.

The contest at present is not between the Tonic Sol-fa and the Staff; but between the Tonic Sol-fa and Hullah's method—a very different thing. Reports on
State of
Schools.

With respect to Drawing, I regret to say it was rarely well taught. In almost every instance I had not only to find fault with the exercises done for me, but also with the method of instruction. I am aware that I was condemned as hypercritical; but a certain circumstance supported my judgment in a very telling manner. Mr. E.
Downing.
Cork.
Drawing.

The Directors of the School of Art offered thirty free places for competition amongst the pupils of the National Schools of the city; two only to be taken from any one school. Only three pupils were selected altogether. In two schools only, namely, in St. Luke's Male and Summerhill Female, were pupils found up to the mark. This corroboration of my criticisms has effected an important reformation.

With reference to Geometry, I have two points on which to offer remarks.

I found, on several occasions, boys, presented even in the second year's course of Geometry, ignorant of what a child of six years of age in a good Kindergarten school could readily and clearly explain. The study of Euclid's Elements should be preceded by a course of lessons on what may be called Descriptive Geometry. Geometry
and Men-
suration.

My second point is that I found Mensuration grievously neglected. This practical part of the programme, the part most likely to be of use to the pupil, was almost invariably overlooked, or carelessly taught.

A builder, who gives very extensive employment in the city, stated to me that he was never able to get a lad who knew the small amount of mensuration required at his business.

A slight knowledge of mensuration is of such general utility and necessity, that I am of opinion it should find place in the obligatory programme. Some questions on the measurement of rectilinear figures might well, I think, be substituted for some of the difficult arithmetical problems. In that case the mensuration required as an extra branch for first year should be increased.

The one examination in hydrostatics suggests a few observations. Clearly the Natural Sciences are not properly represented. It is highly desirable that they should be widely taught, as they form, with drawing, the foundation of technical training. But, for our primary schools, it is a general elementary course that would suit. Physical
Sciences.

Instead of separate examinations on mechanics, hydrostatics and pneumatics, light and sound, &c., I should be in favour of adopting a general introduction to the Natural Sciences; and of dividing it into three yearly courses. The instruction should be mainly experimental: and the apparatus required should be, as far as possible, made by the pupils themselves.

In connexion with the Physical Sciences is the natural place to cultivate handiness amongst school-boys. The construction of scientific toys would form an inviting, a charming, and, at the same time, a most instructive and appropriate occupation. In these toys are illustrated, in elementary form, all the various contrivances for altering the form, the direction, and the rate of motion.

The Skójd occupation is too circumscribed and one-sided; but a training such as I suggest would afford immense variety; the metals and glass should be operated on, as well as wood.

Above all such a training would develop inventiveness. At every step the mind would find occupation in determining how the motion could be

Appendix C.
Report on
State of
Schools.

Mr. E.
Dawning,
Cork.

Attendance
of Pupils.

transformed or redirected in the simplest and least expensive manner. I hope to find a more suitable opportunity than the present of fully explaining my views on this subject.

Adverting now briefly to the attendance of pupils, there were on the rolls of the district 19,421 names; and of these pupils 13,533 qualified for the Results Examinations by attending on 100 or more days within the year. Of those enrolled, who did not qualify by attendances for examination, 3,059 were of the Infant class. A large proportion of these had come to school too recently to enable them to qualify. For this and several other reasons, these Infants should be excluded when we are considering the number to be expected to qualify for examination. Again 575 of them were in Fifth and Sixth classes. To these the proposed Compulsory Attendance Measure would not apply. When these two deductions are made, there remains 2,254 which represents approximately the number of the children on rolls who deserve blame for irregularity of attendance. It amounts to about one-eleventh of the entire number. Of course considerable allowance must be made for sickness and other sufficient excuses for absence.

Now comes the question, what proportion of the children who ought to attend school within the district are enrolled? Certain statistics that I was preparing with a view to answer this question definitely are not, I regret to say, exhausted. My change of district and pressure of business since, prevented me from completing them; but I have sufficient materials from which to deduce some reliable general conclusions.

There are undoubtedly a very large number of children of both sexes who might attend school and whose names do not appear on the rolls of any school.

From a portion of the district I obtained lists of the names of all these absentees, together with their ages, and the reason assigned for their non-attendance.

I found that the vast majority of these were under seven years of age. This leads me to refer again to a subject with which I dealt on a former occasion; namely, the necessity in ordinary schools of a better provision for the proper instruction and training of Infants. At present the children of the infant class are instructed for a few minutes, a couple of times a day, in reading words of two or three letters. They are sometimes required to copy figures on slate; but there is no systematic occupation for them. Under these circumstances, and until some of the advantages of a regular infant school are introduced into our ordinary rural schools, it is useless to expect the infants to attend in force.

Again, a large number of these absentees returned to me, were twelve or thirteen years of age. I found that these, with very few exceptions, had attained to at least fifth class. They therefore do not come within the scope of the Compulsory Attendance Bill now under consideration.

There are also a good many of eleven years of age, which shows a decided tendency to leave school prematurely. A large number of Roman Catholic children leave school immediately after receiving the Sacrament of Confirmation.

Between the ages of seven and ten inclusive, the proportion of absentees is small; and in most of these cases, the absence is satisfactorily accounted for, generally on the grounds of extreme poverty. The instances of children over seven who were never at school are extremely rare; a few such cases were reported to me.

In the city a large number of children are kept from school through the intemperate habits of their parents. The efforts of the Society for

the Prevention of Cruelty to Children have been felt to some small extent in the schools. Appendix C.

The Factory Act is largely evaded in Cork. A large number of children under the prescribed limit of age are undoubtedly employed. The mere fact that there was not a single "Half-timer" attending any school in my district is in itself sufficient proof. I was never applied to for a certificate under the Factory Act. Reports on
State of
Schools.

Mr. E.
Downing,
Cork.

The
Factory
Act

I am, gentlemen,

Your obedient servant,

E. DOWNING.

Miss PRENDERGAST, Directress of Needlework.

Miss
Prender-
gast.

Education Office,

March, 1892.

GENTLEMEN,—I have the honour to submit the following report upon the state of industrial education during the past year.

As plain needlework may be considered the foundation of the whole industrial edifice, I will say a few words upon this important subject before proceeding to criticise the progress made in more advanced branches. A second year having now elapsed since the excellent arrangement of the Commissioners obliged the devotion, by each female pupil, of one hour daily to needlework, it has become still more clearly apparent how good, in every way, is the effect upon the industrial education of the children attending the school. In many of those which I visited during 1891, I found the programme for plain needlework efficiently carried out, and the general knowledge and skill of the children very satisfactory, indeed. Among such schools were the Convents of Mercy of Tipperary, Passage West, Tralee, Killarney, Kilrush, and Pery square (Limerick); Presentation Convent schools of Cashel, Carrick-on-Suir, and Mountmellick, and Convent of Poor Clares, Newry, in which the sewing, from the highest to the lowest class, was uniformly and remarkably good. State of
plain
needle-
work.

I need hardly say that this excellent result is produced in the pupils by zeal and knowledge on the part of the instructors. The Teacher's liking for, and appreciation of the worth of the subject to be taught is, very often, the gauge of its value in the eyes of the pupils, and the measure of their application to it. In those schools which I have mentioned the Sisters in charge of the various classes for needlework manage to inspire the children with a desire to excel in it; and that, with the quick-wittedness of the Celtic nature, is sufficient for success. The uniformity of creditable performance which marks these schools is not found in others; but there are, nevertheless, a large number in which the bulk of the pupils are doing well, though scattered incompetents, like the cockle among the wheat, reduce the general worth and fullness of the harvest. Sometimes the weeds are found singly growing up, side by side, with the corn; but, more often, one meets with a whole patch of the cockle, having only an odd wheat-stalk struggling feebly for life in it; and then one knows that the husbandman in charge of that special portion of the field, has not cared, or not known how, to cultivate it properly. Influence of
Teachers.

Appendix C.

Report on
State of
Schools.Miss
Presider-
gani.Drawbacks
to progress.

Sometimes this happens with a junior class, and then there seems to be an idea that the children have plenty of time before them in which to make up for any backwardness at present apparent; sometimes it is a senior one that is deficient, and then the impression is that it is useless now trying to teach them an art which they have failed to acquire in their years of progress up the school. In either case, failure is the natural thing, the thing to be expected; even though the children of the class previously examined, above or below, as the case might be, had just exhibited the satisfactory results of good capacity and careful teaching, in work that was strong, neat, and correct as to method! Often there is a difficulty in procuring material for making up garments; and this, strange to say, happens quite as frequently in the case of children whose parents are comparatively well to do, as in that of girls belonging to really struggling families. The habit of buying shop garments, ready made, and that not until the need for them has grown urgent, militates against the supply of calico to be made up into an article the possession of which has to be waited for during six, or even eight, weeks. This habit of looking to present necessities only, is a phase of our National unthriftiness which will take long to alter in its essentials; in its accidentals, as it affects needlework, one may hope for a change for the better as the advantages of the hand-made clothing come to be understood.

I have dwelt upon the drawbacks that still exist, even in schools that are doing much good and useful work; but, if these are matters to lament, there are others to rejoice over, and, specially, the large amount of general improvement that has been effected. In referring to my notes upon visits made to a number of more or less important schools, I find very often recurring the remark that a considerable advance has taken place here since I last examined the children's needlework. Conspicuous for the forward strides made in this way have been the Convent schools of Rathkeale, Adare, Sts. Mary's and Munchin's (Limerick), Gort, Rahoon (Galway), Kinsale, Kanturk, Kells, and Cork Model N. S. Needlework was being taught with energy and system in Queenstown, Charleville, and Lismore Convent N. SS. when I visited them during the year. The very important branches of patching and darning have begun to receive some of the attention which is their due; by-and-bye one may hope it will be the exception rather than the rule with the Irish poorer classes to wear a stocking until it be wholly heelless and toeless, and then throw it away. In some schools a darning day has been instituted, when the pupils are invited to bring stockings in need of repair which they will be taught to mend neatly in work hour. This is an excellent plan and one productive of the best results once the initial difficulty has been got over; but it is a difficulty hard to overcome that false pride which cannot bear to acknowledge the poverty that obliges it to wear coarse and often times mended garments.

Advances
made.Industrial
education of
Monitresses.Defective
sewing.

I should be glad to think that the industrial education of monitresses was advancing as steadily as that of ordinary school pupils, but I fear that this is by no means the case. I have not yet had time to complete the examination of the needlework specimens; but, so far, I have noted few districts as surpassing their record of merit for previous year, and, unfortunately, have seen reason to chronicle in a good number a decided deterioration. This retrogression is chiefly noticeable in sewing; in cutting out, on the contrary, some improvement is visible, though a great deal still remains to be done for this subject. At last examination candidates were required to show proof of their skill in patching, darn-

ing, and dressmaking, in addition to the former subjects of plain sewing, knitting, and cutting out. Ample time was given for the production of the various specimens; it is, therefore, allowable to suppose that when a candidate failed to show a sample of her skill in any branch, either carelessness or want of knowledge was the cause of the omission. In a good many cases samples of darning were conspicuous by their absence. This being the first time of examination in the subject I did not expect a high level of merit to be maintained, but I must confess that modest as my expectations were I very often failed to realize them. Perhaps I may look forward to that pleasure next year. Darning is by no means a difficult art, and a very little time given to careful practice of it would bring a senior girl to a creditable standard.

Dressmaking—for which the test was the production of a paper pattern for a dress bodice, with long sleeves—was made, for the first time, an examination subject last year. It is almost needless to say that the bulk of the specimen bodices were, very decidedly, faulty; candidates were so often under the impression that the feminine figure is no wider below the waist than around it, and the human arm has no necessity to bend! But, in excuse for the faults, it must be said that the formal notice given of this requirement was a short one, and, for the rest here, too, one must live in hope. I cannot help thinking, however, that, in many cases, too little time and thought are given to the mistress's industrial instruction, and this want of cultivation in one who teaches is a far-reaching evil. It can be provided against in those schools to which Industrial Departments are attached, because there the mistresses are members of the Special Class and share the instruction given by the Industrial teacher; but, in other cases, I fear that there is often an arrangement by which the mistresses' needlework becomes a sort of home lesson, and one not too well prepared. There are, of course, many honourable exceptions. There was a percentage of good, and even excellent darning, as well as of bad—and, here and there, bodices perfectly cut by scientific system, these coming, most often, from the District Model Schools.

A good many of the schools I visited had adopted the Alternative Scheme for the Sixth Class girls, and, in most cases, with success. The change was made, in nearly all instances, with the sole object of benefiting the pupils, the Board putting no pressure to adopt the new arrangement upon any school which can show good reason for retaining the former Programme. In manufacturing towns—where children, intended to earn their living by manual labour, leave school before reaching Sixth Class, and the pupils remaining aspire to become telegraphists, assistants in shops, and so forth—there is little material for the Alternative Scheme to work upon. Unfortunately, one may say, those girls—unskilled in domestic industries, and averse to them—grow up to make, too often, untidy and unthrifty wives and mothers, the heads of comfortless and un-home-like homes. In the manufacturing centres, money is more largely earned and more lavishly spent than is the case in country places, and so the economy of home-manufactured garments is less appreciated; it is to the rural districts—where wages are smaller and opportunities of earning fewer—that the Alternative Scheme comes as a boon.

Perhaps I should exempt from such districts those congested and abnormally poverty-stricken ones lying along the western sea-board. Here the means of living are so scanty that food absorbs almost all, and clothing is reduced to the roughest, barely necessary garments. Some-

Appendix C.
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 Reports on
 State of
 Schools.
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 Miss
 President-
 gail.
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 Remarks on
 specimens
 produced at
 July exami-
 nations.

*Progress of
 Alternative
 Scheme.*

Appendix C.—times even these fail, and the charity of a Distress Fund covers shivering children with unwonted warmth and decency.

Report on
State of
Schools.

Mrs
Prender-
gast.

In such districts as these, want of staff to make up checks the advance of the Alternative Scheme; but, in most country neighbourhoods—where the means of support are on their usual level—it is making progress in the favour of pupils and their parents. The time to be devoted to work—*two hours*—is not excessive, and the style of occupation varies with each branch taken up. The selection of subjects is, generally, practical and sensible. Most often chosen are numbers 1 and 3 (Class A, Plain Dress-making, and Knitting, and Crochet), a knowledge of which can never fail to be useful to a girl. The new Programme is being carried out with conspicuous success in Kenmare, Killarney, Queenstown, Presentation, and St. Patrick's (Kilkenny), Navan, Adare, Cashel, Kiltrush, and other Convent National Schools, and in Cork Model National Schools.

New
Industrial
Depart-
ments.

With regard to Industrial Departments, I may mention that, in a few cases, grants formerly made have been withdrawn, the attendance of pupils—from emigration or other causes—having become too small to entitle the teacher to salary. But a larger number of new departments have been recognised by the Commissioners, and grants of aid made in their favour, during the past year. I subjoin a list of the new departments, with the various branches of work carried on in them, in the order of their recognition by the Board with remarks on each. The list is as follows:—

Clonakilty Convent National School.—The pupils of the special industrial class here are taught plain dressmaking, shirtmaking, making of fine underclothing, knitting, by hand and machine, crochet, braiding, embroidery, drawn thread work, making of little boys' suits, both in cloth, and by knitting machine, some ecclesiastical embroidery. The department had not long begun to receive orders, but extern pupils were earning from 1s. to 3s. 6d. weekly, according to skill, and had a prospect of increasing these wages as they became more rapid and dexterous workers. The average attendance for some time before my visit was thirty-one.

Kenmare Convent National School.—This school undertakes the production of the finest flat and raised needlepoint lace, a fabric of exquisite delicacy and beauty. When I visited, in July last, the most skilful workers were engaged in the production of a screen in Venetian point, ordered by Mrs. Alfred Morrison, and afterwards exhibited at the Royal Dublin Society's Autumn Show, where it attracted much admiration as a remarkably fine specimen of modern raised point lace. It takes natural ability, and five years of instruction and practice, to produce a highly skilled worker of needle-point; but, during the greater part of this time, the pupil is capable of earning wages, and at the end of it, she is in receipt of about 12s. weekly. In spite of the extreme fineness of the work, it does not seem, where tolerable prudence is observed, to inflict any injury on the sight or health, and can be pursued as an occupation, almost to old age. Crochet lace is also produced here. A market for nearly all the lace made is found in Kenmare itself, where the stream of tourists, passing through, turn regularly to the Convent show-room, and carry its contents away. The Sister in charge of the special class is highly skilled in lace design, as are, also, other ladies in the community.

Other subjects taught in this department, to pupils who were not desirous of learning laceworking as a trade, were dressmaking, shirt-

making, making of underclothing, knitting and crochet—in all of which very satisfactory work was being done. The wages earned—principally by lacemaking—ran from 5s. to 12s. weekly. The number of pupils attending averaged twenty-nine.

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Reports on
State of
Schools.

Mrs
Prender-
gast.

Saint Patrick's Convent National School (Kilkenny).—This school is attended mostly by children of a very poor class, to whom the earning of small wages in the industrial department is a considerable present benefit, and the training in habits of neatness, industry, and punctuality which they receive there should be of much use in the future. The principal industries carried on are, the making of 'Forebon pillow lace, with which pupils succeed very well, knitting, crochet, and shirt-making. Sale is found for everything produced, the work of the most skilled pupils being disposed of by the Home Industries Association in London, and the rest locally. The girls earned at time of my visit, from 1s. to 2s. 6d. weekly, working short hours, and the number attending was twenty.

Ballyjamesduff Convent National School.—This school is situated in a poor district, where the maintenance of any feminine industry, by which small wages can be earned, is an undoubted boon. The work principally carried on in the Department is the embroidery on muslin or cambric called "sprigging," or "flowering," considerable quantities of which are done on handkerchiefs to the order of firms in Belfast. Good proficiency is attained in this branch, by which a skilled worker, steadily devoting herself to the occupation, can make about 6s. weekly. Pupils who are still learners make from 1s. to 4s. weekly, according to proficiency. Dressmaking, shirtmaking, &c., are also taught. Average previous to my visit was thirty.

Ennis Convent National School.—The principal industry carried on here is the working of "Clare embroidery," on washing materials, in blue and scarlet cottons of permanent dye. The articles thus ornamented are children's frocks, pinafores, and other garments, and ladies' fancy aprons, and the effect is often very pretty. The work is supplied by Mrs. Vere O'Brien, who undertakes the disposal of it. Extern pupils, working at this embroidery, can make from 4s. to 5s. a week. Plain dressmaking, shirtmaking, plain and fancy knitting, and crochet are also taught. Average before visit was twenty-four.

Killarney Convent National School (2).—Flat needlepoint lace, of good quality, for which a market is supplied by tourists, is made in this department. A drawing class in connection with S. Kensington has been started with a view to providing improved designs for it, and the pupils are now producing patterns some of which have been worked with success. Embroidery in jet beads on net, used as trimming for black evening dresses, is also made and sold here. Plain dressmaking, shirtmaking, making of underclothing, knitting and crochet, embroidery in linen thread, are taught, and orders are received for shirts, crochet-work, &c. Wages earned run from 2s. to 10s. weekly, according to the amount and quality of work done. The average attendance was twenty-eight.

Stradbally Convent National School, Waterford.—The work carried on in this department is of a homely, but useful character, being, very largely, the making to order of shirts, underclothing, and pinafores, and the knitting and crocheting of socks, shawls, vests, jerseys, caps, and so forth. Some simple ecclesiastical embroidery had been begun, and also English point lace, which was to be copied from a very fine specimen of this kind of lace worked by one of the Sisters; and surplices and other articles for clerical use are made. This department being

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—
Miss
Prender-
gast.
—
Progress of
Weaving.

recently started, the pupils had not become quick in working, and wages earned were small—1s. to 2s. 6d. weekly; but these amounts were expected to increase. The average (16) at time of my visit, was decreased by pupils going to harvest work; it was expected to rise to twenty-two when potatoes had been got in.

Doneraile Convent National School.—Had been very recently started when I visited. A competent teacher instructed pupils in dressmaking, shirtmaking, making of underclothing, knitting and crochet, some drawn thread work and embroidery. No orders had as yet been received, the girls working for themselves and their relatives only. It being harvest time when I visited, average attendance was small—but sixteen, of whom most were school pupils; but it increased considerably during the winter months.

Weaving.—This industry, which continues to prosper in the most satisfactory manner in its first home, Skibbereen Convent, and also in Queensdown, has been started during the past year in two other Convent National Schools.

Gort Convent National School.—I visited in October last, and found seven looms at work, and the business of weaving progressing satisfactorily. The production of towelling, in particular, was being very successfully carried on, and the towels were sold at a remunerative rate as soon as out of the loom. They were a good quality of the popular "huckaback," which is the first towelling pattern taught; but the teacher proposed to start other makes in succession, as his pupils became more skilled in the use of the treadles, by the movements of which the design is worked out. Two qualities of handkerchiefs were also produced, and stout linen. One piece of this, of remarkably heavy make, was being woven to order, the thread having been spun in the neighbourhood, and sent to the Convent to be worked into coarse sheeting, for use in the owner's house. The Sisters expected further orders of the same kind.

St. Patrick's Convent National School (Kilkenny).—Work had only been started six weeks previously when I visited this school, but considerable progress had already been made. Seven looms had been provided, and three of the pupils were sufficiently advanced as to be entrusted with the weaving of an entire web each; the other girls continued to be taught upon three "practising" webs, at which they took it in turns to work under the close supervision of the teacher. Those off duty in the looms were occupied in warping the thread, or winding it on bobbins, which process was carefully overlooked by one of the Sisters. There is much poverty in Kilkenny, and the conductors of this school are doing all in their power to mitigate it by the introduction of this and other industries at which wages can be earned by girls.

I have the honour to be, Gentlemen,

Your obedient servant,

M. PRENDERGAST,

Directress of Needlework.

The Secretaries,

NATIONAL SCHOOLS HAVING SPECIAL INDUSTRIAL DEPARTMENTS.

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REPORTS by DISTRICT INSPECTORS ON SCHOOL DEPARTMENTS coming within the provisions of Rule 52, viz. :—

(a.) In National Schools whose Managers desire that special provision be made for the instruction and training of Externs as well as female pupils who have passed through the Sixth Class, in Embroidery and other advanced kinds of needlework or other approved branches of industrial instruction for females, a salary dependent upon the circumstances of the case may be awarded to a Special Industrial Teacher thoroughly qualified to organize and conduct such instruction. Industrial instruction.

(b.) Such Teacher will be charged with the general supervision of the entire Industrial Education in the School, including the plain needlework, &c., prescribed in the programmes of the several classes, and will be personally responsible for the efficient instruction and training of a Special Industrial Class composed of Extern young women, and such pupils as may have passed through the ordinary literary course of the School.

(c.) Each member of the Special Industrial Class must be engaged in receiving Industrial Instruction daily, for such time as in consideration of the nature of the industry pursued may be deemed adequate.

(d.) The recognition of a Special Industrial Teacher will not relieve the ordinary female teachers of the School from the obligation of giving efficient practical instruction under the supervision of the Special Industrial Teacher, in plain needlework, &c., to the pupils of the School Classes as prescribed in the programmes, and particularly to the girls of the Sixth Class, under the Alternative Scheme approved for that class.

(e.) To warrant the recognition of a Special Industrial Teacher, there must be a separate work-room suitably furnished and used for the instruction of the Special Industrial Class. The instruction, however, of the several classes in needlework, &c., and of the Sixth Class in the Alternative Scheme may be carried on wholly or partly by the teachers in this work-room.

(f.) The remuneration of the Special Industrial Teacher from the Commissioners is limited to the personal salary awarded to her, but the Commissioners strongly recommend that such salary be augmented from local sources by the Patron or Manager of the School.

(g.) In every Industrial Department, a separate Roll Book, and separate Daily Report Book, must be kept for the Special Industrial Class.

DISTRICT No. 30A.—CENTRAL MODEL FEMALE NATIONAL SCHOOL INDUSTRIAL DEPARTMENT.

Central
Model
Industrial
Department

Mr.
Farmer.

This department has been in operation since October, 1888.

The industrial branches taught are Art Needle-work, and Mountmellick work.

The number of pupils on the Roll of the Industrial Department was 38, of whom 11 were present on the day of inspection, 6 being engaged at Mountmellick work, and 5 at art needle-work, the result produced

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Schools.

Crumlin-
road
Convent,
Belfast,
Industrial
Department

Mr.
Hevies.

being good. The general proficiency of the pupils in plain sewing and knitting was good, and the Alternative (Industrial) Scheme for Sixth Class was carried out successfully. A large amount of satisfactory work is done in this Industrial Department, which is conducted with much ability by Mrs. Studdert.

DISTRICT No. 8.—7059.—CRUMLIN ROAD CONVENT
INDUSTRIAL DEPARTMENT.

This department has been in operation for upwards of twenty-five years.

The industrial branches taught are as follows :—

All kinds of plain needlework.
Knitting.
Dressmaking.
Crocheting.
Lacemaking.
Art Needlework.
&c., &c.

The number of pupils on Roll of Industrial Department was 16, and of this number 15 were present on day of inspection. They were engaged at dressmaking, crocheting, lacemaking, gold work, Mountmellick work, and crewel work. The work material is supplied—some by the Community, and some by the pupils. When finished, the work is not disposed of by sale, but is given in charity, or else kept by the pupils themselves.

In some classes the proficiency of the pupils of the Literary school in plain needlework is rather moderate, but, on the whole, it is fair. The proficiency of the Sixth Class girls in the Alternative Industrial Course is good. In the business of the Industrial Department the proficiency of the senior pupils and monitors is also good. The teaching power of the department is satisfactory.

Canal-
street,
Convent,
Newry,
Industrial
Department

Mr. Mac-
Creaner,

DISTRICT No. 19.—7508.—CANAL-STREET CONVENT
INDUSTRIAL DEPARTMENT.

This department has been in operation for over thirty years.

The industrial branches taught are :—

Plain and fancy work.
Finest kind of underclothing.
Lace work.
Fancy knitting and crewel work.
Embroidery.
Drawn linen work.

The number of pupils on the Roll of the Industrial Department was 68, of whom 64 were present on the day of inspection. On the day of examination the externs were employed at underclothing of the richest materials and highest quality, also at Limerick lace, and at branches of drawn linen work.

The work material is supplied by the Community, and when finished is disposed of by orders and sale. The pupils receive remuneration at rates varying from 2s. to 10s. per week for work done.

The proficiency of the monitors and Sixth Class pupils of Literary school is satisfactory. These pupils are naturally influenced advantageously by the beauty of the work done in this Industrial school.

There is generally a considerable stock on hands to meet the numerous orders received, not only from Great Britain and Ireland, but also from America and Australia.

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*Rostrevor
Convent
Industrial
Department*

*Mr. Mac-
Creaner,*

DISTRICT No. 19.—9725.—ROSTREVOR CONVENT
INDUSTRIAL DEPARTMENT.

This department has been in operation for over twenty-four years.
The industrial branches taught are :—

Plain needlework.
Underclothing.
Lace work.
&c., &c.

The number of pupils on the Roll of the Industrial Department was 19, of whom 12 were present on the day of inspection. They were engaged as follows :—Two at very fine, and eight at ordinary underclothing, one at lacemaking, and three at crocheting and flowering. The work material is supplied by the Community. Much of the work is ordered, and the rest sold by agents. The pupils receive from 2s. to 6s. a week.

The pupils of the Literary school are carefully taught plain sewing and knitting. They make up their own clothing, and learn to patch and repair. Some of them become externs, temporarily, of the Industrial Department, when they leave the Literary school.

The work done by the externs is good. It could scarcely be otherwise, owing to the teaching power of the ladies in charge, who form a branch of the Canal-street Convent, in Newry, where there is an Industrial Department of the highest character.

DISTRICT No. 29.—12068.—KELLS CONVENT
INDUSTRIAL DEPARTMENT.

*Kells
Convent
Industrial
Department*

Dr. Moran,

This department has been in operation since 1st September, 1890.
The industrial branches taught are :—

Shirtmaking.
Dressmaking.
Baby clothes.
Underclothing.
Crochet.
Mountmellick work.
Embroidery.

The number of pupils on the Roll of the industrial department was 28, of whom 27 were present on the day of inspection. On the day of examination the pupils were engaged very successfully at all the branches referred to above. The work material is supplied in some cases by the pupils, who bring their own materials. In others it is bought by the Community. Materials are also supplied from shops to make clothing for the Orphanage. The finished work is sold to shops and to the pupils and reserved for the use of the Orphanage attached to the Convent. The extern pupils receive remuneration at the rate of 3s. 6d. and 4s. per week, sometimes less, according to work done. The ordinary pupils are taught to make up their own materials for their own use.

The proficiency of the pupils of Literary school in needlework, knitting, &c., is good. The senior pupils and monitors of Literary school,

Appendix C. and externs, have shown themselves most proficient in the business of the Industrial Department. The teaching power of the department is adequate.

Oughterard
Convent
Industrial
Department

DISTRICT No. 34.—13439.—OUGHTERARD CONVENT INDUSTRIAL DEPARTMENT.

*Mr.
Morgan.*

This department has been in operation since 1st October, 1889.
The industrial branches taught are:—

Dressmaking.
Shirtmaking.
Woollen and crochet work.
Mountmellick work.
Lace work.
Embroidery.
Sprigging.

The number of pupils on the Roll of the Industrial Department was 16, all of whom were present on day of inspection, and making satisfactory progress in shirtmaking, dressmaking, lacemaking (Guipure), and woollen work, on which they were engaged. The work material is supplied by the Community, and when finished some is sold in the locality, and some is disposed of through the Irish Home Industries' Association. The pupils are paid according to the work they do, the amount accordingly varies.

The pupils of all classes in the Literary school are thoroughly proficient in plain needlework, knitting, &c. The Alternative Scheme has been adopted in this school, and the various branches are taught with success. The monitors, pupils who have passed 6¹, 6² class, and externs are making satisfactory progress in the branches taught in the Industrial Department.

The teaching power is adequate.

St.
Vincent's
Convent,
Loughrea,
Industrial
Department

DISTRICT No. 35.—6632.—ST. VINCENT'S CONVENT, LOUGHREA INDUSTRIAL DEPARTMENT.

Mr. Codrington.

This department has been in operation since 1852.
The industrial branches taught are:—

Plain dressmaking.
Shirtmaking.
Underclothing.
Knitting.
Crochet.

The number of pupils on the Rolls of the Industrial Department was 9, and of this number 8 were present at inspection, and engaged on the following branches:—dressmaking, shirtmaking, knitting, and crochet. The pupils supply some of the work material, the manager supplies the rest. When finished, the work is not sold, as the children keep their own work and the manager finds use for hers.

The general proficiency of the pupils of the Literary school in needlework, &c., is not very high, but there is, however, considerable improvement since last year.

There are no extern pupils or monitors in the Industrial Department, but the proficiency of the girls in the Alternative Scheme is on the whole fair.

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Reports on
State of
Schools.Goresbridge
Convent,
Industrial
DepartmentMr.
Keehan.DISTRICT No. 47.—9134.—GORESBRIDGE CONVENT
INDUSTRIAL DEPARTMENT.

This department has been in operation since 1st April, 1887.

The industrial branches taught are :—

Plain sewing.
Knitting.
Cutting-out.
Embroidery.
Crewel.
Lace, &c.

The number of pupils on the Roll of the Industrial Department was 7, of whom 5 were present on the day of inspection, and making satisfactory progress in crochet and embroidery work. The work material is supplied by the Community. The finished work is disposed of by sale and some given in charity. The pupils receive the amount charged for making.

The proficiency of the pupils of Literary school in needlework is satisfactory.

The Alternative Scheme has been adopted, and proficiency, as shown on marking paper, is highly creditable.

Externs are not numerous, but they seem earnest and are satisfied with progress.

DISTRICT No. 48.—3828.—YOUGHAL CONVENT
INDUSTRIAL DEPARTMENT.Youghal
Convent,
Industrial
DepartmentMr.
Connell.

This department has been in operation since April, 1889.

The following industrial branches are taught :—

Plain and fancy dressmaking.
Underclothing.
Boys' suits.
Lace work.
Art needlework.

The number of pupils on Roll of Industrial Department was 33. On the day of inspection 29 pupils were present, who were engaged at lace work, plain needlework, dressmaking, and art needlework. The work material is supplied by the Community and by the pupils. When finished, most of the work is taken by the Convent, portion of the remainder being worn by the workers or given away. Lace work is sold, the pupils receiving remuneration at the rate of 2s. to 8s. per week for work done.

The proficiency of the pupils of the Literary school in needlework and knitting is, especially in the senior classes, very good. The pupils are not only efficient with the needle, but have during the year made a considerable quantity of underclothing and dresses, the latter often showing taste as well as execution. In addition to the other subjects the pupils and monitors who have already passed 6th and 6th, and also the externs, are proficient in lace making (Youghal Point). The teaching power of the department is adequate.

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Reports on
State of
Schools.New Ross
Convent (1)
Industrial
DepartmentMr.
Stronge.

DISTRICT No. 49.—967.—NEW ROSS, F. (1)

INDUSTRIAL DEPARTMENT.

This department has been in operation for 50 years.

The industrial branches taught are :—

Point lace.
Irish crochet.
Macramé.
Furniture embroidery.

The number of pupils on the Roll of the Industrial Department was 36, of whom only 3 were present on the day of inspection—room being required during examination—when they were engaged at macramé and lace work.

The needlework of the second and third classes in the Literary department was of a very inferior quality, owing no doubt to the hour for needlework being from 9½—10½ o'clock, an hour at which few of the children of these classes are present.

The Alternative Scheme is fairly taught, and if the scientific system of cutting out were adopted, dressmaking could be much improved.

There are 39 extern workers in lace, macramé, &c., the wages of some of whom reach as much as 10s. per week. This department appears to be successfully conducted.

The manager supplies the material, and the finished work is sold to houses and customers in London and Paris. The pupils receive from 4s. to 10s. per week according to proficiency.

Adare
Convent
Industrial
Department

Mr. Hynea.

DISTRICT No. 51.—9296.—ADARE CONVENT INDUSTRIAL DEPARTMENT.

This department has been in operation since 1868.

The industrial branches taught are :—

All kinds of plain and fancy Sewing and Knitting.
Crocheting. Shirtmaking.
Dressmaking. Embroidery.

The number of pupils on the Roll of the Industrial Department was 25, of whom 18 were present on the day of inspection, when they were engaged at shirtmaking, underclothing (ladies'), dressmaking, crewel and macramé work. The work material is supplied by the Community, and when finished is sold to the pupils and to others.

The proficiency of the pupils of the Literary school in plain needlework, knitting, &c., was very fair.

The proficiency of the pupils and monitors who have already passed 6th, 6², and externs in the business of the Industrial Department, was good.

The teaching power is sufficient.

DISTRICT No 53.—11872.—CARRICK-ON-SUIR CONVENT INDUSTRIAL DEPARTMENT.

This department has been in operation since August, 1887.

The following industrial branches are taught :—

Shirtmaking. Lace work.
Dressmaking. Crewel work.
Underclothing. Berlin wool work.
Knitting. Boys' suits.
Embroidery.

The number of pupils on Roll of Industrial Department was 31. Of this number 24 were present on the day of inspection, and were engaged at fancy work of various kinds—knitting by machine, boys' clothing, shirtmaking, cutting-out, and Berlin wool work. The work material is supplied by the Community and by local shopkeepers. Some of the finished work is supplied, in response to orders, from local shopkeepers and other parties, and some is given away in charity. The pupils receive remuneration at the rate of 1s. to 5s. per week for work done.

The proficiency of the pupils of the Literary school in plain needlework and knitting is satisfactory. The needlework of the senior pupils is duly attended to. The pupils of the Industrial Department seem to progress satisfactorily in the various branches. The teaching power is adequate.

DISTRICT No. 54.—545.—TRALEE PRESENTATION CONVENT NATIONAL SCHOOL INDUSTRIAL DEPARTMENT.

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Schools.

Tralee
Convent
Industrial
Department
Dr. Steele.

This department has been in operation since November, 1889.
The industrial branches taught are :—

- Shirtmaking.
- Dressmaking (plain).
- Underskirt-making.
- Knitting and Crocheting.
- Repairing of garments, hose, house and table linen]
- Limerick lace.
- Sprigging and embroidery on cloth and linen.

The number of pupils on the Roll of the Industrial Department was 59, of whom 36 were present on the day of inspection, when they were engaged at shirtmaking, lacemaking, crocheting of jackets, &c., and machine knitting.

The proficiency of the pupils of the Literary school in plain needlework, knitting, and cutting out was good; that in the Alternative Scheme was also generally good.

The two extern pupils present worked knitting machines, with which they appeared to be quite familiar. The teaching power appears to be adequate.

DISTRICT No. 56.—4268.—DONERAILE CONVENT NATIONAL SCHOOL INDUSTRIAL DEPARTMENT.

Doneraile
Convent
Industrial
Department
Mrs. W. A. Brown.

This department has been in operation since June, 1890.
The industrial branches taught are :—

- All kinds of plain needlework, embroidery, crewel and Mountmellick work.

The number of pupils on the Rolls of the Industrial Department was 32.

The proficiency of the pupils of the Literary school in plain needlework, knitting, &c., is good, as is also that of the ex-pupils and monitors and externs. The teaching power is sufficient.

The work material is either brought by the pupils, supplied by the Community, or sent in with orders for execution. The work when finished is either given in charity, returned to the pupils who supplied it, or sent to those who ordered it. The work is not sold, but many of the pupils receive payments ranging from 1s. to 1s. 6d. per week.

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Reports on
State of
Schools.Clonakilty
Convent
Industrial
Department

Mr. Ross.

DISTRICT No. 59.—7651.—CLONAKILTY CONVENT (2) INDUSTRIAL
DEPARTMENT.

This department has been in operation since January, 1891.

The industrial branches taught are :—

Plain needlework, crochet, knitting, dressmaking, embroidery, including Mountmellick work, cloth work, baby clothes, knitting machine, and sewing machine.

The number of pupils on the Roll of the Industrial Department was 39, of whom 35 were present on the day of inspection, and making satisfactory progress in all the branches taught.

The proficiency of all classes in the Literary school in plain needlework was very satisfactory. The girls in Sixth Class were presented in clothwork and in knitting, when creditable skill was displayed.

The pupils and monitors already passed the Sixth Class showed good proficiency in the various branches taken up—some of the externs, though making good progress, are still backward in plain needlework. The teaching power of the department is adequate and efficient.

The work material is supplied by the Community, and the work is sold in Clonakilty and Cork. The pupils are remunerated at from 5s. to 1s. per week, according to the quantity and quality of the work done.

Kinsale
Convent
Industrial
DepartmentMr.
Downing.DISTRICT No. 60.—4572.—KINSALE CONVENT NATIONAL SCHOOL
INDUSTRIAL DEPARTMENT.

This department has been in operation since 1887.

The industrial branches taught are :—

Limerick lace, cut linen and drawn thread work, machine and hand-made underclothing, machine knitting.

The number of pupils on the Rolls of the Industrial Department was 48.

On the day of inspection 36 pupils were present. The branches on which they were engaged were as follows :—

Limerick lace.

Cut linen and drawn thread work.

Hand-made underclothing.

The proficiency of the pupils of the Literary school in plain needlework and knitting is good, and the progress made in the Alternative Scheme for Sixth Class is most satisfactory. The monitors are very proficient at the different kinds of work taught. All pupils who had passed in Sixth Class, second stage, previously to this examination are included with the externs and work the whole day.

The externs are receiving very valuable instruction, and are profiting largely from it. The teaching power is ample and highly efficient. I observed a remarkable increase of skill and dexterity on the part of the workers. A steady trade seems likely to be established in cut linen and drawn thread work. Two prizes for lace, and seven prizes for designs for lace were obtained at the Ball's Bridge Exhibition this year.

Some of the material is supplied by a Belfast company, the rest by the Community. The work is almost all done to order. A great deal of it being for the Belfast company. The pupils receive for the work sold, from 1s. to 5s. per week, according to proficiency.

MR. CARROLL, Agricultural Superintendent.

DUBLIN, March, 1892.

GENTLEMEN,—I beg to submit my report on the agricultural department for the year 1891.

In my report for the year 1890, I thought it desirable to dwell at some length upon the potato disease which during that year was so disastrous over the greater part of this country. I endeavoured to describe the nature of the disease, and gave an account of some results obtained through the use of remedies which had been recommended as preventives.

During the year 1891, further experiments were made in this direction, and I give in an Appendix to this report some account of the results of these experiments.

In connexion with the experiments upon potato culture, I deemed it advisable to try how far we might go in the direction of introducing a crop which would partially supplement the potato in the food of the peasantry of this country, and at the same time improve the quality of the diet of the people. With this object I sent to the teachers of the ordinary agricultural schools throughout the country a small quantity of Haricot Beans for the purpose of experimenting upon the suitability of the climate and soil in different parts of Ireland for their growth. I was much pleased with the results of this experiment, and I consider that this crop might with advantage be introduced to many districts where poor soil and small farms oblige spade cultivation.

Over the continent of Europe the Haricot Bean has an extensive range of cultivation.

It is a crop that succeeds upon a great variety of soils. It is not subject to many casualties in respect of disease or injury from insect pests. It is a crop which under ordinary circumstances will produce a large amount of valuable food. The character of the food produced by the Haricot Bean is such that it provides for what the potato is deficient in, viz., the nitrogenous or muscle producing element.

The analysis of the potato and of the Haricot Bean—*haricots blancs*—as shown in the following table indicates that a mixture of these would constitute a well balanced food. Indeed it might be said that the Haricot Bean would beneficially take the place of meat in many cases, and that when the crop could be grown the peasantry would have an addition to their crops which would be largely advantageous.

| | Composition of | |
|-------------------------------|----------------|---------------|
| | Potatoes. | Haricot Bean. |
| Nitrogenous Matter, | 21 | 25½ |
| Starch, &c., | 18½ | 53½ |
| Sugar, | 32 | — |
| Fat, | 02 | 2½ |
| Saline Matter, | 07 | 12 |
| Water, | 72½ | 22 |
| | 1000 | 1000 |

The foregoing analyses show that the want of nitrogenous or muscle producing elements in the potato would be largely supplemented by the addition of the Haricot Bean in a diet, and that it would to a large extent take the place of meat.

It should not, however, be necessary to quote analysis to prove the

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State of
Schools.Mr.
Carroll.Agricultural
Department.Experiments on
the Haricot
Bean.

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Schools.

Mr.
Carroll.

Agricultural
Department.

The Haricot
Bean.

value of this crop as an element of food, its value has long been recognised over the continent of Europe.

One of the hindrances to the introduction of the Haricot Bean as a food producing crop is the want of knowledge of methods of cooking on the part of our people. There is a lamentable ignorance over the greater part of this country of the means by which dishes, nutritious and agreeable to the taste, may be made from small materials.

The Irish visitor to rural Belgium or Holland is struck with the economy with which food is prepared in these countries.

The way in which combinations of inexpensive materials are made to serve as pleasant and wholesome food is very remarkable.

The Irish peasantry as a class have not the most remote idea of what "management" could do in improving a diet.

It is true that the standard of diet even of the poorest parts of this country has been considerably raised during recent years, and that there is also some slight improvement in the cookery and management of food. This improvement is the more satisfactory, since it has been accompanied by a growing desire for knowledge of improved methods of managing food.

The importation of American bacon to the poorer districts of the country has increased considerably during recent years, and with this increase a very economical and satisfactory system of cooking is practised. Instead of boiling the bacon—by which there is much loss of fat—it is, in most cases, fried, and the fat which is saved in the frying is used as a dressing for cabbages or other vegetables.

This elementary improvement in cooking may serve to make more hopeful the introduction of a crop which would require some little skill in cookery. The Haricot Bean would require some small amount of knowledge of cookery to bring it to its greatest perfection as food. The potato and the bacon now used as diet would completely harmonize with the Haricot Bean, whilst the latter would serve to economize the bacon because of its quality as food.

I am of opinion that it would be advantageous to encourage the cultivation of this crop in the districts of small farms in this country.

Sugar Beet.

The cultivation of beet root for sugar producing purposes has recently attracted some attention, and proposals have been made to extend its cultivation in Ireland.

This department of agricultural industry has been large developed in Continental Europe. From France, Belgium, and Germany, it has made its way into Denmark and Southern Sweden, and the cultivation of this crop, and its manufacture into sugar, engage at the present time, enormous amounts in capital as well as a large number of people.

The question of the suitability of the soil and climate of Ireland for successful beet root cultivation is not the only one for consideration in speculating upon the desirability of introducing this industry to this country. Economic questions underlie the problem, quite as difficult of solution as the agricultural ones. Attempts to extend the cultivation of beet root for sugar production in England have not met with the success that was expected. Not because of the unsuitability of the country for the growth of the crop, but mainly because of a variety of questions having relation to economic conditions.

The cost of erection of sugar factories; the difficulty of procuring a sufficient annual supply of roots for the manufacture of sugar; the competition with bounty favoured sugar, largely influence the establishment of beet root sugar factories in the United Kingdom, and render difficult the introduction of sugar beet cultivation in Ireland.

I gladly availed of the generous offer of Mr. Schack-Sommer, of Liverpool, who undertook to furnish sugar beet seed of the most approved quality, for cultivation at the Commissioners' farm, Glasnevin, and afterwards to analyze and report upon the produce, free of expense.

The following tables give the results of the experiments ;—

LIVERPOOL,

15th October, 1891.

Analysis and other Particulars of Sugar Beetroot grown by Professor CARROLL, the Model Farm, Glasnevin, Dublin, from (1), Klein Wanzleben Seed ; (2), Vilmorin Rose hative Seed ; (3), Vilmorin à Collet Rose Seed.

Appendix C
Reports on
State of
Schools.
—
Mr.
Carroll.
Agricultural
Department.
—
Sugar Beet.

| These Roots were sown 11th May = 180 days. | Date on which Roots drawn, 8th October, 1891. | | | Compared with Litch's Roots, drawn 8th Oct., 1891. |
|--|---|--------|--------|--|
| | 1. | 2. | 3. | |
| Number of Beetroots drawn for experiments, | 30 | 10 | 10 | 117 |
| Average weight with leaves in Grammes, | 820 | 1,121 | 1,046 | 390 |
| Average weight without leaves in Grammes, | 420 | 628 | 622 | 418 |
| Largest Root with leaves in Grammes, | 1,020 | 1,050 | 1,050 | 1,780 |
| Largest Root without leaves in Grammes, | 630 | 1,030 | 920 | 1,320 |
| Smallest Root with leaves in Grammes, | 630 | 1,120 | 960 | 390 |
| Smallest Root without leaves in Grammes, | 270 | 360 | 370 | 180 |
| Specific Gravity of Juice, | 1.0687 | 1.0511 | 1.0528 | 1.0767 |
| Degrees by Brix Saccharometer, | 16.70 | 15.70 | 15.50 | 15.10 |
| Quantity of Sugar in 100 parts of the Juice, | 14.60 | 13.80 | 13.70 | 15.20 |
| Quantity of Non-Sugar in 100 parts of the Juice, | 2.10 | 2.40 | 2.60 | 2.90 |
| Quotient of Purity in 100 parts of the Juice, | 87.42 | 84.21 | 83.97 | 84.52 |
| Juice, | 95.03 | 95.21 | 95.43 | — |
| Pulp, | 4.12 | 4.29 | 4.27 | — |
| Quantity of Sugar in 100 parts of the Roots, | 14.00 | 13.70 | 13.70 | — |

Remarks.—These Roots were manured with 4 Cwts. of a mixture 1 part Sulphate of Ammonia, 1 part Kalnit, and 2 parts Mineral Superphosphate.

These Roots gave the following yield per acre :—

| | Tons. | Cwts. | Qrs. | Lbs. |
|------------------|-------|-------|------|------|
| No. 1, | 15 | 8 | 1 | 12 |
| No. 2, | 11 | 8 | 0 | 8 |
| No. 3, | 11 | 13 | 1 | 12 |

GUSTAF SCHACK-SOMMER.

N.B.—1 Kilogramme (1,000 Grammes) equals about 2 lbs. English weight.

Appendix G.

Reports on
State of
Schools.Mr.
Carroll.Agricultural
Department.

Sugar Beet.

LIVERPOOL,

15th October, 1891.

Analysis and other Particulars of Sugar Beetroot grown by Professor CARROLL, the Model Farm, Glasnevin, Dublin, from (1) Klein Wanzleben Seed; (2) Vilmorin Rose hative Seed; (3) Vilmorin & Collet Rose Seed.

| These Beets were sown 11th May—150 days. | Date on which Beets drawn, 8th October, 1891. | | | Compared with Licht's Beets drawn 8th Oct., 1891. |
|--|---|--------|--------|---|
| | 1. | 2. | 3. | |
| Number of Beetroots drawn for experiment, . . . | 10 | 10 | 10 | 117 |
| Average weight with leaves in Grammes, . . . | 1,306 | 1,376 | 1,312 | 890 |
| Average weight without leaves in Grammes, . . . | 563 | 764 | 724 | 465 |
| Largest Beet with leaves in Grammes, . . . | 1,990 | 1,970 | 2,430 | 1,380 |
| Largest Beet without leaves in Grammes, . . . | 850 | 1,000 | 1,630 | 1,320 |
| Smallest Beet with leaves in Grammes, . . . | 460 | 850 | 460 | 390 |
| Smallest Beet without leaves in Grammes, . . . | 120 | 410 | 350 | 180 |
| Specific Gravity of Juice, | 1.0687 | 1.0644 | 1.0612 | 1.0747 |
| Degrees by Brix Saccharometer, | 16.90 | 18.70 | 18.90 | 18.10 |
| Quantity of Sugar in 100 parts of the Juice, . . . | 17.50 | 18.30 | 18.80 | 18.20 |
| Quantity of Non-Sugar in 100 parts of the Juice, . . | 2.50 | 2.40 | 2.10 | 2.80 |
| Quotient of Purity in 100 parts of the Juice, . . | 84.37 | 84.71 | 86.78 | 84.92 |
| Juice, | 9.631 | 9.548 | 9.692 | — |
| Pulp, | 6.19 | 6.12 | 6.08 | — |
| Quantity of Sugar in 100 parts of the Beets, . . | 12.80 | 12.79 | 12.10 | — |

The Vilmorin & Collet Bees had many fingers and toes.

Remarks.—These Beets were manured with 20 tons of farmyard manure per acre.

| | Tons. | Cwts. | Qrs. | Lbs. | |
|-----------------------|-------|-------|------|------|-----------|
| No. 1 gave a yield of | 14 | 2 | 2 | 18 | per acre. |
| No. 2 „ „ | 16 | 10 | 2 | 10 | „ |
| No. 3 „ „ | 22 | 18 | 2 | 20 | „ |

GUSTAF SCHACK-SOMMER

N.B.—1 Kilogramme (1,000 Grammes) equals about 2 lbs. English weight.

LIVERPOOL,

15th October, 1891.

Appendix C.

Reports on
State of
Schools.Mr.
Curroll.Agricul-
tural
Depart-
ment.

Sugar Beet.

Analysis and other Particulars of Sugar Beetroot grown by Professor CARROLL, the Model Farm, Glasnevin, Dublin, from (1) Klein Wanzleben Original Seed; (2) Vilmorin Rose hative Seed; and (3) Vilmorin à Collet Rose Seed.

| Seed was sown 11th May = 144 days | Date on which Roots drawn—8th October, 1891. | | | Com- pared with Light's Roots drawn 8th Oct. 1891. |
|--|--|---------|--------|---|
| | 1. | 2. | 3. | |
| Number of Beetroots drawn for experiment, . . . | 10 | 10 | 10 | 117 |
| Average weight with leaves in Grammes, . . . | 983 | 874 | 889 | 810 |
| Average weight without leaves in Grammes, . . . | 839 | 822 | 178 | 468 |
| Largest Root with leaves in Grammes, . . . | 1680 | 1090 | 720 | 1760 |
| Largest Root without leaves in Grammes, . . . | 620 | 620 | 240 | 1220 |
| Smallest Root with leaves in Grammes, . . . | 330 | 410 | 230 | 290 |
| Smallest Root without leaves in Grammes, . . . | 180 | 68 | 110 | 180 |
| Specific Gravity of Juice, | 1.0687 | 1.06102 | 1.0687 | 1.0647 |
| Degrees by Brix Saccharometer, | 16.00 | 15.20 | 16.70 | 16.10 |
| Quantity of Sugar in 100 parts of the Juice, . . . | 13.90 | 13.90 | 14.20 | 13.20 |
| Quantity of Non-Sugar in 100 parts of the Juice, . . | 2.10 | 2.60 | 2.90 | 2.60 |
| Quotient of Purity in 100 parts of the Juice, . . . | 86.87 | 84.21 | 84.03 | 84.93 |
| Juice, | 50.48 | 54.77 | 57.77 | — |
| Pulp, | 4.22 | 5.42 | 4.23 | — |
| Quantity of Sugar in 100 parts of the Roots, . . . | 12.20 | 12.20 | 12.90 | — |

The Vilmorin à Collet Rose had many fingers and toes. The Klein Wanzleben Roots were more like Carrots than Beetroot in shape, and the Vilmorin Rose hative was of similar growth.

Remarks.—These Roots were measured with $\frac{1}{4}$ cwt. of nitrate of soda, and their yield per English acre was as follows:—

| | Tons. | Cwt. | Qrs. | Lbs. |
|------------------|-------|------|------|------|
| No. 1, | 8 | 7 | 0 | 26 |
| No. 2, | 9 | 14 | 1 | 24 |
| No. 3, | 11 | 17 | 0 | 27 |

GUSTAF SCHACK-SOMMER.

N.B.—1 Kilogramme (1,000 Grammes) equals about $\frac{1}{2}$ lbs. English weight.

Appendix C

Reports on
State of
Schools.Mr.
Carroll.Agricultural
Department.

Sugar Beet.

LIVERPOOL,

15th October, 1891.

Analysis and other Particulars of Sugar Beetroot grown by Professor CARROLL, the Model Farm, Glasnevin, Dublin, from (1) Klein Wanzleben Seed; (2) Vilmorin Rose hative; and (3) Vilmorin à Collet Rose.

| These Roots were sown 11th May = 150 days. | Date on which Roots drawn—8th October, 1891. | | | Compared with Loch's Roots drawn 8th Oct., 1891. |
|--|--|--------|--------|--|
| | 1. | 2. | 3. | |
| Number of Beetroots drawn for experiment, . . . | 10 | 10 | 10 | 117 |
| Average weight with leaves in Grammes, . . . | 886 | 768 | 601 | 800 |
| Average weight without leaves in Grammes, . . . | 345 | 326 | 255 | 465 |
| Largest Root with leaves in Grammes, . . . | 1,630 | 1,140 | 1,030 | 1,780 |
| Largest Root without leaves in Grammes, . . . | 590 | 630 | 520 | 1,220 |
| Smallest Root with leaves in Grammes, . . . | 790 | 250 | 430 | 390 |
| Smallest Root without leaves in Grammes, . . . | 170 | 120 | 90 | 160 |
| Specific Gravity of Juice, | 1.0709 | 1.0603 | 1.0668 | 1.0707 |
| Degrees by Brix Saccharometer, | 17.10 | 16.10 | 16.20 | 18.20 |
| Quantity of Sugar in 100 parts of the Juice, . . . | 14.80 | 14.90 | 14.00 | 15.20 |
| Quantity of Non-Sugar in 100 parts of the Juice, . . . | 2.90 | 2.80 | 2.70 | 2.60 |
| Quotient of Purity in 100 parts of the Juice, . . . | 84.04 | 84.23 | 84.41 | 84.73 |
| Juice, | 95.28 | 95.00 | 95.71 | — |
| Pulp, | 4.72 | 5.00 | 4.29 | — |
| Quantity of Sugar in 100 parts of the Roots, . . . | 14.10 | 13.20 | 12.60 | — |

The Klein Wanzleben Roots were rather small.

Remarks.—These Roots were manured with 5½ cwts. of sulphate of ammonia:—

| | Tons. | Cwts. | Qrs. | Lbs. |
|-------------|-------|-------|------|--------------------------|
| No. 1 gave— | 5 | 15 | 2 | 50 clean roots per acre. |
| No. 2 „ | 3 | 17 | 3 | 4 „ „ |
| No. 3 „ | 6 | 0 | 2 | 7 „ „ |

GUSTAF SCHACK-SOMMER.

N.B.—1 Kilogramme (1,000 Grammes) equals about 7 lbs. English weight.

It will be seen that, as regards substance and quality, the roots grown at the Commissioners' farms compared very favourably with roots of German growth.

Appendix C.

Reports on
State of
Schools.Mr.
Carroll.Dairy
Education.

The subject of dairying in Ireland is one that annually increases in interest. The enormous developments of this industry in other countries has led to an awakening to its importance to this country.

At one time it was considered that the dairying industry of Northern Europe would, through its progress, completely paralyze that of Ireland, yet we find that our dairy produce is holding a sound position in the markets. Indeed, it may be noticed that in recent years Irish butter of good quality is selling at a price equal to that of other countries. This satisfactory progress is due, in a large measure, to the influence of the Board's Dairy Schools, as well as to the extension of the factory or associated system of butter production.

Gradually our butter-makers were brought to realise that if they were to stand against the competition of the world, improvements must be made in dairy products. Denmark, Sweden, and lately Finland, were gaining hold of the best butter markets of Europe for the supply of butter during the winter months.

Winter dairying in those countries was carried out on the best principles, and their butter was gradually taking the place of the Irish butter, which hitherto had been made during summer, from which a supply for winter was preserved. This preserving was accomplished by the use of a large quantity of salt in the making up of the butter.

The quality of freshness of the Danish butter caught the taste of the consumer, and it soon had an injurious influence upon the trade in Irish salted butter, so that the making of butter in Ireland for keeping over for winter use was becoming a profitless business.

The summer production of Normandy, with a large surplus that could not be profitably held over for winter, next had to be faced. A fashion set in for Normandy butter and placed Irish produce at a disadvantage. The preference shown for Normandy butter was due to the fact that the Normandy dairy farmers and butter exporters had realised the necessity for preparing their butter in an attractive manner for marketing; and herein lies much of the success of foreign production in the markets of England.

Our system of marketing butter was certainly of the rudest character.

There was no attempt to provide attractive packages, and until quite recently the neatness and cleanliness of butter packages were almost altogether ignored. This inattention to appearances relegated our butter to the markets of the lowest class, directly the foreigner placed neat packages of butter upon the market. Butter of the highest commercial value can be abundantly produced in Ireland; for it is conceded that in no other country are there such natural advantages for dairying as are possessed by Ireland, and that our low position in the dairy markets is entirely due to avoidable defects in manufacture, and to inattention to details of preparing for marketing.

The factory system of dairying, which has recently extended here, has done a good deal towards improving the character of Irish butter, and much improvement has taken place in systems of dairying at the farmers' homes.

At the present time the dairying industry of Ireland is confined entirely to butter production, and different systems of preparing the butter for market are practised in different parts of the country.

Appendix C.

Reports on
State of
Schools.—
Mr.
Curroll.Dairy
Education.
Normandy
Dairying.

At the farmers' homes butter is made, and, in the largest number of cases, it is sold to the butter merchant in vessels—firkins—for exportation.

In some instances the butter made by small dairy farmers is sold in lumps to merchants, who blend the butter so bought, treat it with salt, and, if necessary, colouring matter, and pack it in vessels for the markets of England. This system of butter blending was from an early period practised in Normandy, and from that country the system was brought to Ireland.

The blending of butter as it is practised in Normandy is not calculated to produce butter of the highest excellence, and the system is only suited to the butter produced on the poorer kind of land. It is, however, a system convenient for small farmers, many of whom would find it impossible by any other system to produce butter uniform in quality. The rich lands of Limerick and portions of Tipperary and Cork produce butter that would be quite spoiled if treated upon the Normandy blending system, whilst the butter of Kerry and parts of Cork may be successfully treated upon this system.

Where there are larger dairy farms and milk produced in large quantities the system of mechanical separation of cream and butter production by machinery, as followed in creameries, &c., is eminently suitable.

The creamery system of this country promises to be thoroughly successful, and at present creamery butter takes a high position in the English market. Each year this position improves, and it is hoped that in the near future our character for good butter may be completely restored.

Recently co-operation in dairying has been encouraged, and very rapid progress has been made in this direction. The proprietary system of factory dairying is carried on either by the joint stock system of a few farmers forming a company upon limited liability principles, or by a capitalist setting up a butter factory and purchasing the milk from the farmers.

The co-operative system of dairying aims at bringing the farmers more intimately into the management of the dairy.

By the rules of the Co-operative Union the members of a co-operative dairy have each a direct interest in the good management of the creamery. The operatives are also duly considered according to the progress made in trading, and altogether the inducements to progress and improvements in production by the co-operative plan of dairying make it a system deserving of every encouragement. It is also a means for education in commercial transactions, and it is particularly useful in making our people helpful to one another in business, and is productive of good feeling amongst all classes.

The question of instruction of the employes in the dairy factories has frequently been considered.

It would be difficult to detail how far this proposal could be carried into effect. It may, however, be stated that education of young persons for positions in dairy factories would be useful, and that the services of an adviser in cases of the establishment of new factories, or in cases of difficulty in the management of other ones, might be useful.

Owing to continuous rainfall during the autumn of 1891, there was considerable danger to the sheep flocks of the country through attacks of liver fluke. This disease is almost fatal in its results. Animals attacked by it rarely recover. It was therefore desirable to warn farmers of the insidious character of the plague, and to bring before their notice such measures as had been found most successful in combating attacks.

Co-oper-
ative
Dairying.Disease in
Sheep.

The Commissioners accordingly directed the preparation and circulation of the accompanying circulars which it was hoped would be useful in preventing loss to farmers. The circular was sent to the ordinary agricultural schools throughout the country with instructions to have the information contained therein disseminated as widely as possible.

Appendix G.
Reports on
State of
Schools.
Mr.
Curry.

SHEEP ROT OR LIVER FLUKE.

CAUSE—SYMPTOMS—PREVENTIVE MEASURES.

The large rainfall during last autumn gives rise to fear that this disease may prevail upon low-lying lands during winter.

It is acknowledged that the disease cannot be cured, but measures of prevention may be successful.

Disease in
Sheep.

CAUSE OF THE DISEASE.

The disease is caused in sheep and young cattle through their feeding on pastures upon which rest the eggs of minute parasite creatures. These parasites must have previously passed through several stages of development before they become the Liver Fluke, &c., &c.

The minute creatures which cause this mischief can only exist in moist places.

SYMPTOMS OF THE DISEASE.

A sheep when first affected thrives rapidly, but afterwards wastes equally rapidly. The wool becomes loose all over the body but especially beneath, and also around the neck. A swelling comes beneath the jaws. The insides of the eye-lids become first very pale, and the eye-balls afterwards become yellow.

PREVENTIVE MEASURES.

Salt and turpentine are each injurious to most forms of internal parasites.

1. Keep sheep during winter upon the driest parts of the farm.
2. Keep them in good condition by liberal feeding. Cotton cake, oats, and sound hay should be given regularly.
3. Lay upon the pasture lumps of rock salt, which the sheep will greedily lick—sheep upon salt marshes seldom acquire Liver Fluke; and in 1879, a year of bad attacks of this disease, farmers who gave the sheep upon pastures a quantity of salt were largely saved from loss.
4. If sheep are in low condition give them tonics with their food. The following is recommended by Professor Symonds, F.R.V.S. :—

| | | |
|---------------------------------|----------------|--|
| Fine ground Linseed Cake, . . . | each 1 bushel, | } All to be well mixed, and the sheep to get from half a pint to a pint daily. |
| " " Pea Meal, . . . | each 1 lb., | |
| " " Salt, . . . | each 1 lb., | |
| " " Aniseed, . . . | each 1 lb., | |
| " " Sulphate of Iron, . . . | 1 lb., | |

5. Provide dry-lying places for the sheep at night, and if there should be suspicion of the disease in the neighbourhood give occasional doses of turpentine—about a dessert spoonful in a teacupful of warm water, to which a little linseed oil (raw) is added.

THOMAS CARROLL,

Superintendent of the Agricultural Department
of the Commissioners of National Education.

November, 1891.

Appendix C.

Reports on
State of
Schools.Mr.
Carroll.The Albert
Institution.

THE ALBERT MODEL AGRICULTURAL SCHOOL, GLASNEVIN.

There has been no alteration in the general arrangements of this institution during the year 1891.

1. *The young men, Queen's Scholars, who are in training for Teacherships of Primary National Schools.* The attendances were :—

| | |
|---|----|
| (a) From the Marlborough-street Training College, | 56 |
| (b) " Church of Ireland Training College, | 38 |

I have much pleasure in reporting that the attendances of these students have been regular. Their attention to instruction and general conduct have been satisfactory.

I cannot refrain from again mentioning my desire for a system by which our young teachers and those preparing for the work of teaching should have an opportunity for becoming acquainted with Natural Science.

The time has arrived when a knowledge of the sciences directly bearing upon agriculture will give considerable advantage to the farmer. We have European countries in competition with us in our great industry. Examination of systems of farming in countries where improvement has taken place shows that science has been given considerable prominence in agricultural instruction. The improvement in dairying in Denmark and Sweden originated in the institutions where scientific teaching was practised. Scientific teaching in this important department of agricultural industry still proceeds, and we find progress is being made each year.

In Germany one of the greatest triumphs in the application of science to agriculture is noticeable through the improvement brought in the sugar yielding quality of the beet root. We find that the yield of sugar from beets was in—

| | | |
|-------------|-----|-------------------------------|
| 1859, . . . | 676 | per cent. of weight of roots. |
| 1860, . . . | 872 | " " |
| 1870, . . . | 891 | " " |

Whilst in the following years the yield was brought up :—

| | | |
|-------------|------|-------------------------------|
| 1884, . . . | 1079 | per cent. of weight of roots. |
| 1885, . . . | 1143 | " " |
| 1886, . . . | 1137 | " " |
| 1887, . . . | 1276 | " " |

The time has passed when we can afford to ignore the higher scientific demands of farming. It is true that much harm has been done through ill-advised efforts to prove that "scientific farming" was alone the remedy for agricultural losses and that book learning and science alone would enable a man to farm profitably. The enthusiasts who endeavoured to lead us on to believe that science should be placed above practice in the studies of the agriculturist injured the cause which they had hoped to serve. Science must be hand in hand with practice, and the farmer who will be the most successful in the future will be the man who combines in his person the largest knowledge of farming practice and the most extensive acquaintance with the sciences bearing upon agriculture.

In Denmark at the present time the farmer is supposed to regulate the feeding of his cows according to scientific principles. He understands

that in order to produce profit in the dairy he must feed his cattle so that there shall be no waste either of materials from giving his cows a rich expensive food out of proportion to their requirements, or of the beasts themselves from supplying them with food of insufficient nutrition.

As all teachers of rural schools are now compulsorily obliged to teach on the text books on agriculture, and as agriculture may for a long future continue to be our chief industry, I should like to see our young teachers thoroughly equipped with such an amount of scientific knowledge as will enable them to teach the subject intelligently.

2. *Young men of the farming classes who were admitted for a session of eight months.* The numbers in this class during 1891 were:—

| | |
|--|-----|
| (a) Paying Students in Residence, | 18 |
| (b) Free (by Competitive Competition) in Residence, | 21 |
| (c) Extern Pupils, i.e., who lived in the neighbourhood of the Farm, | nil |

I can with pleasure state that the young men of this class have given entire satisfaction during the course of the session. They have been most attentive to their studies, and on the farm they have always with the utmost readiness taken their share at the various farm operations.

With a view towards helping to a knowledge of marketing cattle, I have arranged for the pupils to attend the Dublin cattle market during the session. The agriculturist takes six pupils each market day, and as far as he can he finds opportunity to make them acquainted with sale and purchase of cattle and sheep.

I have arranged for an extension of the nursery grounds, and the pupils have now a very good opportunity for becoming acquainted with the propagation and management of forest trees and of fruit trees of different varieties.

The gardens for vegetable cultivation, and the flower grounds are particularly well managed. I have arranged that the pupils shall have more employment in practical work in those useful departments. The work therein is most interesting, and eminently useful in giving proof of what high cultivation can accomplish in crop production.

3. *Female dairy pupils who were admitted to residence for a six weeks session.*

| | |
|--|--------------|
| First Session, January 6th to February 20th, | 27 attended. |
| Second Session, November 6th to December 20th, | 23 |

I have much pleasure in stating the interest taken by the agricultural public in this department does not diminish, and that the work of instruction in dairying has been very successful.

In connection with our Dairy School we have arranged that during the course of training at the Marlborough-street Training College, the principal dairy maid from Glasevin shall attend twice weekly for the purpose of teaching butter-making to the female students. This branch of education or technical instruction is proceeding in a most satisfactory manner; the students take much interest in this work, and doubtless the correct information and the proficiency in the practice of butter-making, which will be attained by those teachers of the future, will be of much service.

Appendix C,
Reports on
State of
Schools.

Mr.
Carroll.

The Albert
Institution

Classes in
Agriculture

The Dairy
School.

Dairying is
Marlborough-
street

Appendix C.
Reports on
State of
Schools.

Mr.
Curroll.

The All-ect
Farm.

THE BOTANICAL AND EXPERIMENTAL GROUNDS.

The grounds continue their usefulness in point of education.

Comparative results from the application of various artificial manures on cultivated crops and grass are the subjects of experiment.

The cultivation of new crops, and the cultivation and management of varieties of fruits are exemplified.

As stated in my report of last year it was intended to send out some of the fruit trees raised at the Albert farm to the agricultural schools throughout the country. This year such a distribution will take place, and each year in future a number of fruit trees will be sent to different parts of the country.

MUNSTER MODEL AGRICULTURAL AND DAIRY NATIONAL SCHOOL.

I have to report a continuation of the previous year's successes of this school.

Munster
Agricultural
Dairy
School.

The numbers of pupils in the dairy department were :—

| | |
|-----------------|----|
| First Session, | 31 |
| Second Session, | 31 |
| Third Session, | 31 |

The number of male pupils during the session for Agricultural Instruction was 8.

The Local Committee continue to give much attention to the interests of the Munster Agricultural School, whilst the members of the Ladies Committee are indefatigable in their exertions to make the domestic part of the establishment useful in the interests of education, and home-like and comfortable for the pupils.

It is proposed to engage for 1892 the services of a sewing mistress for the dairy pupils, and scientific cutting-out, and correct systems of making and repairing clothing will be taught.

A further experiment in the direction of itinerant dairy instruction, similar to that commenced in the County Tyrone in 1888, was made in the County of Cork during 1891.

Colonel Shuldham, one of the members of the Local Committee of the Munster Dairy School, undertook the organization of instruction in dairying in the neighbourhood of Dunmanway, and at the St. Edmund's National School as a centre. The principal dairymaid from the Munster Dairy School commenced a course of instruction to the wives and daughters of farmers in the neighbourhood.

It is proposed to continue the work of itinerant dairy instruction, and to further develop the system, if possible, during 1892.

The farm of the Munster Agricultural and Dairy National School continues to improve. It now stands an example of what may be done towards improving land through a judicious expenditure in the purchase of suitable feeding materials upon a dairy farm.

Upon the farm a very large stock of cows is kept. The milk production is very great, and although it is admitted that the production of milk is one of the most exhaustive systems of farming, we have upon this farm an annual improvement in the quality of the land, due almost entirely to the use of a large proportion of artificial food. And

Appendix C. this food has been used to annual profit also. The following interesting tables will be studied with interest :—

Reports on
State of
Schools.

Mr.
Carroll.

Munster
Agricultural
and
Dairy
School.

Yield of Milk and Cost of Feeding Cows.

DAIRY PRODUCE.

The yield of milk per cow during the year was 684 gallons, being 79 gallons less than in 1890.

The amount realised per cow was :—

| | | | |
|--|----|----|----|
| For Butter, 244 lbs., average price 1s. 2½d. per lb., | £ | s. | d. |
| New Milk, " " " " " " " " | 14 | 15 | 0 |
| Separated Milk, " " " " " " " " | 0 | 14 | 2 |
| Separated Milk charged to Calves and Pigs, " " " " " " " " | 1 | 15 | 8 |
| | £ | s. | d. |
| | 15 | 8 | 0 |

| | | | |
|---|----|----|----|
| The amount to be credited to the grazing period of 168 days being | £ | s. | d. |
| Ditto, " " " " " " " " | 7 | 15 | 0 |
| | 11 | 10 | 0 |
| | £ | s. | d. |
| | 19 | 5 | 0 |

The amount and cost of the food per cow used during each season :—

| | Summer. | Amount. Winter. | Cost. | Summer. | Winter |
|-------------------------|-----------|--------------------|---------|---------|---------|
| | | | £ s. d. | £ s. d. | £ s. d. |
| Grass, | — | — | £ 10 8 | £ 10 8 | — |
| Hay, | '85 tons. | '88 tons. | £ 4 0 | £ 2 6 | £ 1 6 |
| Straw, | '15 " | '88 " | £ 16 2 | £ 3 6 | £ 12 8 |
| Mangolds, | — | 14 " | £ 14 0 | — | £ 14 0 |
| Cabbage, | — | 15 " | £ 11 8 | — | £ 11 8 |
| Dried Grains, | 3 tons. | 117 cwts. | £ 2 8 | £ 4 2 | £ 18 6 |
| Malt Dust, | — | 14 " | £ 4 8 | — | £ 4 3 |
| Bran, | 2 tons. | 2 " | £ 2 8 | £ 1 3 | £ 1 3 |
| Linseed Cake | 4 " | 2 " | £ 5 6 | £ 3 8 | £ 1 10 |
| Cotton Cake, | 8 " | 12 " | £ 12 7 | £ 3 0 | £ 9 7 |
| | | | 12 3 9 | 4 8 9 | 7 15 0 |
| Labour, | — | — | £ 11 0 | £ 4 8 | £ 1 4 |
| | | | 14 14 9 | £ 18 6 | £ 9 1 4 |

POTATO CULTURE.

REPORT UPON EXPERIMENTS made through the AGRICULTURAL
DEPARTMENT of the COMMISSIONERS OF NATIONAL EDUCATION
(IRELAND) during the Year 1891.

DUBLIN, 23rd December, 1891.

GENTLEMEN,—The experiments upon the potato which were carried out this year through the Agricultural Department of the Commissioners were:—

I. Investigation as to the mode in which the tuber becomes affected by the "Disease."

II. Trials of remedies suggested for the prevention of the disease.

III. Trials of a few varieties of potatoes cultivated in different parts of Ireland with the view of comparing the productive qualities of these varieties under varying circumstances.

In order that remedies for disease may be intelligently applied, it is desirable to ascertain the modes by which disease is acquired and the methods by which it progresses.

The cause of the "Disease" in potatoes is at present fairly understood, that is, it is generally acknowledged that a fungus growth may take place upon all parts of the potato plant, which causes change of structure, and that what is called disease or blight is really the death or disorganization of certain parts of the plant.

The presence of fungus growths in diseased portions of the plant may readily be ascertained by the aid of a microscope of moderate power.

If our knowledge of how the disease is acquired was as accurate as is our knowledge of its action we should have made more progress towards methods of prevention.

We have, however, sufficient knowledge to decide that preventive measures alone are the means from which we may expect success in dealing with an outbreak of potato disease, and that it would be futile to attempt curative remedies.

The investigations as to the mode of infection and its progress were mainly carried out to test the probability of correctness in the theory that the disease in potatoes caused by the *Phytophthora Infestans* is, in the first instance, communicated to the plant by air-borne spores, and that the tuber becomes affected (a) by those air-borne spores, and (b) also by spores developed upon the leaves after they have been infected.

The modes by which the experiments were carried out were as follows:—

EXPERIMENT I.

Two large boxes were filled with earth. Covering these boxes were frames, glazed with glass on three sides and top, the remaining side was fitted with double perforated zinc sheets, between which was a thin layer of cotton wool. Air, which it was hoped would be filtered by the cotton wool, was thus admitted to the potatoes growing within the cases. In one of the cases a perfectly sound champion potato was planted on the 20th April.

In the other case there was transplanted a potato plant taken from a heap of refuse largely made up of very much diseased stalks of the crop of 1890. In each case examination was made from time to time for signs of disease and none were found.

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During the Summer the growth of the plants in each of the cases was vigorous, and they were not at any time affected by disease: the stalks and tubers came to maturity by natural growth, and at the present time, December 23rd, the tubers are perfectly healthy.

The glass cases were in the immediate neighbourhood of large fields of potatoes in which the crops were diseased.

In these experiments we have, growing in one of the cases, a potato plant taken from a compost heap of diseased potato stalks—a condition which we might suppose would be most certain to propagate the disease; yet, when it was protected from immediate contact with air during the period when the disease-producing spores were undoubtedly in its neighbourhood, it remained perfectly free from disease.

The immunity from disease of the other potato plant grown from a tuber which had not been in contact with dangerous material is not so remarkable; but it sustains the result of similar experiments made in 1883, and upon which Dr. E. Perceval Wright reported—a copy of this Report is appended.

EXPERIMENT 2.

In the last week of July I had some potato tubers taken from a crop of immature champion potatoes. Three lots of twelve tubers each were made. One lot of twelve tubers was dressed with Bouillie Bordelaise* (Sulphate of Copper and lime mixture). The other two lots were not so dressed.

The three lots of twelve each were placed beneath the stalks of Flounder Potatoes which had been unmistakably attacked by disease.

Lot No. 1.—Those dressed with the Bouillie Bordelaise were put upon the top of the drill, and the stalks of the flounders were placed in their natural position overshadowing them.

Lot No. 2.—Twelve tubers, undressed, were placed in similar conditions.

Lot No. 3.—For these a hole twelve inches deep was made in the centre of a drill similar to the Lots 1 and 2. Earth from a field in which potatoes were not growing was used for filling up the hole, and so covering the potatoes. The stalks of the flounder potatoes were replaced so that they with their leaves were immediately over the buried champion potatoes.

Results.—At the end of one month the three lots of potatoes were raised.

Lot 1.—Of the twelve potatoes six were diseased.

Lot 2.—All twelve potatoes were diseased.

Lot 3.—All twelve potatoes were perfectly free from disease.

The results here indicated give fair evidence that the disease proceeds directly from the leaves to the tubers when they are within certain distance from each other, and that a certain depth of earth interposed between leaves and tubers will save the tubers from disease.

EXPERIMENT 3.

In the Autumn of 1890 I brought from the County Mayo a potato plant which had grown from a diseased tuber of the crop of that year. This young potato plant was planted in a large pot, and kept growing during winter in the peach house here. Tubers were developed, and in the month of March there was no sign of disease in either plant or tubers. The plant decayed by full ripening.

* See M. Aimé Girard's directions for making this preparation, p. 27.

I planted one of the tubers of this crop in April, and kept the plant which it produced under supervision and free from sources of contagion. Up to the month of September the plant remained healthy, and by means of keeping it dry, it matured early, and its stems and leaves decayed by natural progress. Upon removing some of the earth from the pot in which the plant grew, a number of small, perfectly healthy tubers were seen. Some of these were closely examined, and no trace of disease could be found. The exposed potatoes were now watered, and a branch of potato plant, which was much diseased, was shaken over the exposed tubers. In the following month the whole of the tubers were taken from the pot, when eight were found to be diseased on side nearest to the surface — only thirteen were free from disease. Before taking the potatoes from the pot it was clear that the exposed surfaces of the potatoes had been infected through the shedding of the spores upon them from the potato branch which had been shaken above them.

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I may here allude to an incident which occurred in 1854, when I was a pupil of this institution, as corroborative of the results here shown. A new variety of potato was brought to the Farm. I was "told off" to see that the produce of these potatoes was properly cared for and ripened. It was considered that, after lifting the crop, exposure to the sun until the tubers became green was the proper treatment for seed potatoes. Direction was given that the potatoes should be spread out upon the surface of the field each day, and that at night they were to be gathered into a heap and covered with the stalks. This was carefully done. At the end of a fortnight it was found that all potatoes so treated were diseased, whilst some that had been left in the ground were diseased in the proportion of about 25 per cent. This is an item of evidence favouring the theory that the disease is propagated upon the tubers by the shedding upon them of spores from the diseased leaves and stems.

I shall not hazard a conjecture as to the means by which disease is brought to the potato leaves; I may, however, say I incline to the opinion that the spores causing the disease may be brought from long distances; that these air-borne spores may be carried from distances far greater than we have at present any conception of.

THE TRIALS OF THE REMEDIES SUGGESTED FOR THE PREVENTION OF DISEASE.

The experiments carried out upon the farms of the Commissioners at Glasnevin and Cork, and at the ordinary Agricultural Schools, were on the whole favourable to the use of a preparation of sulphate of copper as a preventive of potato disease. Experience of the use of this agent in 1891 confirms my disbelief, expressed in my report of experiments carried out in 1890, "That any measure of treatment, or that any application of chemicals will prove to be curative of the potato disease." I am further strengthened in the opinion that "there may be some probability of preventing the disease from spreading by destroying the cause."

The following Reports have been furnished to me by Mr. Clune, Agriculturist of the Albert Farm; Mr. Smyth, Agriculturist of the Munster Agricultural and Dairy School; and by Messrs. Malachy

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EXPERIMENT No. 2.

This experiment was carried out with the view of comparing the Jensen "Protective Moulding System" with the systems of (a) treatment by cutting off the stalks, and (b) the Sulphate of Copper remedies.

The potato stalks were allowed to become considerably affected before the remedies were applied, and the result goes a long way towards showing that, to be effective, the Sulphate of Copper preventive must be applied before the disease has appeared, and also, that by preventing the spores falling upon the tubers by means of protective moulding and cutting off the stalks, favourable results may be obtained in lessening the amount of disease, as well as increasing the crop produce. It must be noted that the potato stalks were cut off close to the ground after they had become quite useless for the growth of the crop.

In this experiment the large percentage of disease in the crop dressed with Bouillie Bordelaise may be accounted for through the lateness of the time when the dressing was advisedly applied, as it was considered important that the potato plants should be affected with the disease.

POTATO EXPERIMENTS ON INTERMEDIATE FARM, 1891.

Variety of Potatoes—Champions.

| DRESSING. | Yield per Statute Acre. | |
|---------------------------------------|-------------------------|-------------|
| | Sound. | Diseased. |
| | Tons. Cwts. | Tons. Cwts. |
| Sulphate of Copper, | 9 7 | 2 11 |
| Percentage of disease, | — | 217 |
| Stalk cut, 24/8/91, | 10 4 | 1 11 |
| Percentage of disease, | — | 187 |
| Stalks covered with earth,* | 11 12 | 1 1 |
| Percentage of disease, | — | 83 |
| No dressing, | 9 14 | 2 2 |
| Percentage of disease, | — | 181 |

* The Jensen "Protective Moulding System."

Date of dressing and of protective moulding, 21st August, 1891.

Date of lifting, 7th October, 1891.

EXPERIMENT No. 3.

This experiment was designed to test the efficacy of Sulphate of Copper and Sulphate of Iron in saving from disease a variety of potato which generally is much patronised in this country—the "Flounder." The following table shows that, as compared with others, the Sulphate of Copper gave good results; whilst the plot dressed with Sulphate of Iron was not equal to the plot which had not received a dressing, either in respect of produce, or in immunity from disease. It will be noticed that, in all cases, the percentage of disease was very high, as is usually the case with this variety.

Ryan of the Garryhill National Agricultural School, and Charles *Appendix G.*
Lynch, of the Woodstock Agricultural National School :—
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REPORT of MR. CLUNE, ALBERT FARM, GLASNEVIN, dated
18th December, 1891.

The following were used in the experiments carried out :—(a) Sulphate of copper in the mixture known as Bouillie Bordelaise; (b) Sulphate of iron mixture prepared in manner similar to the sulphate of copper preparation; (c) a powder stated to be a preparation of copper known in the trade as "Bichon's Powder." The mode of application of preparations (a) and (b) was by the "Sprayers"—L'Eclair and the Pilter-Bourdil. These instruments did the work of spraying in a thoroughly satisfactory manner, and, if carefully used, they appear to be perfectly satisfactory for farms where the extent of potatoes cultivated would not exceed ten acres for each sprayer.

The Bichon powder was spread by a bellows (Soufflet), a French instrument constructed for the purpose of distributing such powders.

The Bouillie was made of a two per cent. solution of sulphate of copper, with one per cent. of quicklime.

EXPERIMENT No. 1.

For the purposes of this experiment there was taken a field in which were growing seven varieties of potatoes.

The following Table gives results :

POTATO EXPERIMENTS ON LARGE FARM. 1891.

| VARIETY. | REMEDIES USED. | | | | | | | | No Dressing. | |
|---|---------------------------------|------------|---------------------------|------------|--------------------------------|------------|-----------------|------------|--------------|--|
| | Sulphate of Copper. | | Sulphate of Iron. | | Eichon's Powder. | | Yield per Acre. | | | |
| | Yield per Acre. | | Yield per Acre. | | Yield per Acre. | | | | | |
| | Sound. | Diseased. | Sound. | Diseased. | Sound. | Diseased. | Sound. | Diseased. | | |
| | Tons, Cwt. | Tons, Cwt. | Tons, Cwt. | Tons, Cwt. | Tons, Cwt. | Tons, Cwt. | Tons, Cwt. | Tons, Cwt. | | |
| Fanner, | 17 2 | 1 16 | 15 3 | 0 14 | 15 14 | 2 0 | 18 12 | 1 2 | | |
| Percentage, | 90.4 | 9.6 | 88.5 | 4.3 | 88.7 | 11.3 | 92.6 | 7.4 | | |
| Brace, | 17 4 | 0 4 | 13 16 | 0 4 | 13 16 | 0 6 | 18 4 | 0 6 | | |
| Percentage, | 98.8 | 1.2 | 87.9 | 2.1 | 97.9 | 2.1 | 97.8 | 2.2 | | |
| Imported Champion, | 18 4 | 0 14 | 14 4 | 0 10 | 15 4 | 0 4 | 14 4 | 0 12 | | |
| Percentage, | 94.9 | 5.1 | 86.9 | 3.4 | 93.7 | 1.7 | 95.9 | 4.1 | | |
| Kemp, | 6 13 | 1 0 | 0 6 | 2 2 | 8 10 | 2 18 | 10 3 | 2 2 | | |
| Percentage, | 86.9 | 13.1 | 31.6 | 18.4 | 74.5 | 25.5 | 82.9 | 17.1 | | |
| Home Grown Champion, | 18 4 | 2 2 | 12 2 | 2 8 | 12 14 | 2 18 | 16 14 | 2 14 | | |
| Percentage, | 87.8 | 12.2 | 83.4 | 16.6 | 74.5 | 25.5 | 85.9 | 14.7 | | |
| Magnan Bonum, | 14 4 | 0 8 | 12 4 | 0 1 | 12 4 | 0 1 | 11 14 | 0 2 | | |
| Percentage, | 97.2 | 2.8 | 99.6 | 0.4 | 99.7 | 0.3 | 99.1 | 0.9 | | |
| Irish White, | 13 14 | 0 2 | 13 18 | 0 4 | 14 12 | 0 4 | 14 2 | 0 2 | | |
| Percentage, | 99.2 | 0.8 | 88.8 | 1.4 | 93.6 | 1.4 | 96.2 | 3.7 | | |
| Average Produce per Acre, | 13 14 | 0 18 | 12 19 | 0 17 | 12 7 | 1 7 | 13 4 | 1 0 | | |
| Percentage of Diseased Potatoes in Crop, | — | 6.5 | — | 7.0 | — | 10.1 | — | 6.9 | | |
| Dates of Dressing— First Dressing Second Dressing | 8th & 7th July, 24th August, | | 8th July, 28th August, | | 28th July, 28th & 29th Aug. | | — | | | |

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POTATO EXPERIMENT.—GARDEN.
Variety of Potatoes—Flounders.

| DRESSING. | Produce of 8 Drills, 21 feet long and 28 inches wide. | | | |
|----------------------------------|---|------|-----------|------|
| | Sound. | | Diseased. | |
| Sulphate of Copper, | Stones. | Lbs. | Stones. | Lbs. |
| Percentage of disease, | 7 | 4 | 10 | 6 |
| Sulphate of Iron, | 5 | 1 | 10 | 4 |
| Percentage of disease, | 5 | — | 11 | 9 |
| No dressing, | 5 | 7 | 12 | 8 |
| Percentage of disease, | 5 | — | 11 | 2 |

Sulphate of Copper applied 20th July and 21st August.

Sulphate of Iron „ 22nd July.

(Signed), PATRICK CLUNE

In reference to the foregoing report of Mr. Clune, I beg to observe that the experience of this year's treatment of the various means for lessening the influences of potato disease at Glasnevin may be stated to be:—1st. That on the whole the Sulphate of Copper preparation gave such results as would lead us to a more extended use of this material in dealing with the potato disease; 2nd. That Sulphate of Iron did not give results equally satisfactory; 3rd. That the "protective moulding" of potatoes, affected by the disease, will have influence in saving the crop; and 4th. That the removal of the stalks after they have become badly diseased, if done immediately, will largely prevent the tubers from acquiring the disease.

REPORT OF MR. SMYTH UPON EXPERIMENTS carried out at the MUNSTER AGRICULTURAL and DAIRY SCHOOL.

Cork, 19th December, 1891.

I beg to submit the following report of the experiments carried out here in applying some substances recommended as preventives of the potato disease; these were—

No. 1.—Mixed Solution of Sulphate of Copper and of Lime (Bouillie Bordelaise).

No. 2.—Solution of Sulphate of Iron mixed with Lime.

No. 3.—Bichon's Powder.

No. 4.—Harrington's Preventive.

The quantity of the first-mentioned applied was 44lbs. Sulphate of Copper, 22 lbs. lime, and 220 gallons of water per acre. The first dressing was made with the Pilter-Bourdil, the later dressings with the Eclair, which made a finer spray. The dates of dressing were 27th of July, 18th of August, 26th August, 8th and 21st of September. The disease appeared on the 15th August, and spread over all the crop, but less rapidly over the dressed plot, upon which the stems and some leaves retained their colour much longer. The experimental plot of one-eighth acre was laid out across the drills, and embraced nine varieties of potatoes. As the foliage was very abundant, there was some damage occasioned by passing across the drills, and the same cause may have prevented the solution from reaching all the crowded leaves.

The result is shown in the following Table, the amount of the crop for each variety being calculated per acre. A similar dressing was also applied to several hundred plants raised this year from seed; but though the disease appeared to be arrested for some time, it destroyed all the foliage little later than on the undressed plots.

DRESSED ON 27th JULY, AND ON DATES MENTIONED ABOVE:—

| VARIETY. | Dressed with Sulphate of Copper and Lime. | | No Dressing. | |
|--|---|----------------|-----------------|----------------|
| | Yield per Acre. | | Yield per Acre. | |
| | Sound. | Diseased. | Sound. | Diseased. |
| | Tons cwt. qrs. | Tons cwt. qrs. | Tons cwt. qrs. | Tons cwt. qrs. |
| Bruce, | 12 4 0 | — | 11 17 0 | — |
| Percentage, | 1000 | — | 1000 | — |
| Champion, | 11 8 0 | 0 1 0 | 10 8 0 | 0 5 1 |
| Percentage, | 993 | 4 | 875 | 55 |
| Magnus Bonum, | 10 14 0 | — | 10 10 0 | 0 5 1 |
| Percentage, | 1000 | — | 871 | 29 |
| Beauty of Hebron, | 6 0 0 | 0 0 1 | 6 8 1 | 0 5 2 |
| Percentage, | 993 | 2 | 574 | 26 |
| Batch Seed, | 9 10 0 | 1 14 0 | 9 12 0 | 2 12 0 |
| Percentage, | 843 | 152 | 757 | 313 |
| Beauty of Hebron, | 6 0 0 | 0 7 3 | 5 6 2 | 0 11 0 |
| Percentage, | 319 | 671 | 101 | 94 |
| Belgian Seed, | 9 2 0 | 0 19 0 | 9 6 0 | 1 6 0 |
| Percentage, | 903 | 95 | 877 | 153 |
| Colonel, | 8 10 0 | — | 8 12 0 | 0 0 2 |
| Percentage, | 1000 | — | 597 | 3 |
| General, | 10 10 0 | — | 10 8 2 | 0 0 2 |
| Percentage, | 1000 | — | 996 | 4 |
| Average produce per acre, | 9 6 0 | 0 8 0 | 9 2 1 | 0 11 2 |
| Percentage of diseased Potatoes in Crop, | — | 41 | — | 53 |

A Plot of Champions dressed on the 18th August.

| DRESSING. | Yield per Acre. | |
|---|-----------------|-----------------|
| | Sound. | Diseased. |
| | Tons. Cwt. Qrs. | Tons. Cwt. Qrs. |
| With Sulphate of Copper and Lime, | 11 8 0 | 0 4 0 |
| Percentage, | 982 | 13 |
| With Harrington's Preventive, | 10 14 0 | 0 3 |
| Percentage, | 934 | 16 |
| With Pichon's Powder, | 11 4 2 | 0 6 1 |
| Percentage, | 872 | 23 |
| No Dressing, | 11 0 0 | 0 6 0 |
| Percentage, | 273 | 27 |

A plot one-eighth acre was dressed on the 27th July with a Solution at the rate per acre of 88 lbs. Sulphate of Iron, and 44 lbs. lime in 220 gallons of water, but as it became evident on the first appearance of the disease that the application was entirely ineffective it was not repeated.

(Signed) ANDREW SMYTH.

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In reference to Mr. Smyth's report, I have to remark that the difference in results at the Munster Agricultural School, compared with those at Glasnevin, shows a larger percentage of freedom from disease in the crops in the former school in the case where the Sulphate of Copper remedies were used. As a more frequent application of the remedies was made at the Munster Agricultural School, it would appear that under certain conditions it will be desirable to repeat the dressings frequently during the growth of the crops.

REPORT OF EXPERIMENTS ON POTATOES WITH SULPHATE OF COPPER at the
GARRYHILL AGRICULTURAL SCHOOL, CO. CARLOW.

One plot of potatoes received a dressing at the rate per statute acre of 44 lbs. Sulphate of Copper, 22 lbs. Lime, in 220 gallons of water. Another plot was treated with solution of 20 lbs. Sulphate of Copper, 10 lbs. Lime, 100 gallons of water. Similar results followed both applications. The Spraying Machine, the Pilter-Bourdil, was used in first week of August, and before the blight had made its appearance. Three weeks later the leaves in whole fields became spotted—the potatoes dressed showing spots similar to those not treated. A week later the potatoes not dressed had ceased growing, the leaves being all killed, while the dressed potatoes were still growing vigorously, and continued to grow for fully a fortnight after the others were killed. Then, however, they also succumbed to the disease.

In digging the potatoes it was found that the dressing had not much effect in preventing the disease reaching the tubers—the weight per acre of diseased potatoes in the dressed and undressed plots being practically the same. But a result altogether unexpected was arrived at. Owing to the blight being arrested in its progress for a fortnight at the very time the tubers were completing their growth a much heavier yield was obtained in the dressed plots. With some varieties the increased yield owing to the dressing was 42 cwt. per statute acre, while in one instance (Magnum Bonum) the increase was 79 cwt. per acre. In no case was the increase less than 27 cwt. per statute acre.

(Signed), MALACHY RYAN, B.A.

27th October, 1891.

EXPERIMENTS in the use of SULPHATE OF COPPER and LIME at the
WOODSTOCK AGRICULTURAL SCHOOL, INISTIGE, CO. KILKENNY.

| | Produce per Statute Acre. | | | | Percentage Diseased. |
|--|---------------------------|-------------------------|----------------|----------------|-------------------------|
| | Total Weight. | Marketable Potatoes. | Small. | Diseased. | |
| | Tons cwt. qrs. | Tons cwt. qrs. | Tons cwt. qrs. | Tons cwt. qrs. | |
| Champions dressed with Sulphate of Copper 4 lbs., Quicklime 2 lbs., Water 10 gals. Spraying the plants well with the mixture, | 8 15 3 | 7 3 3 | 1 1 3 | 0 11 3 | 65 |
| Champions alongside the above, not dressed, . . . | 7 12 2 | 6 0 0 | 0 17 3 | 0 15 3 | 107 |

(Signed), CHARLES LYSCHE.

Dated 28th October, 1891.

The following extract from a letter received from Mr. ROBERT BROWN, J.P., Donaghmore, Co. Tyrone, will also be read with interest :—

"I annex the increase in each pair of plots of which we give the average. As you will see they do not vary very much, considering that the fields were a considerable distance apart, nor does it seem as if the date at which it is put on matters much, provided no blight has appeared on the leaves; strange to say heavy rain immediately the solution was put on did not do any harm either. This makes me consider whether a weaker solution put on in dry weather would not act as well. One would fancy there must have been an excess when enough was left to keep them quite safe :—

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| | | Increase in yield per Acre. | | | |
|---|--------------------------|-----------------------------|----|---|-----|
| | | Tons cwt. qrs. lbs. | | | |
| Plot 1. | Dressed 30th July, 1891. | 1 | 12 | 3 | 12 |
| Plot 2. | " 30th " | 1 | 11 | 1 | 20 |
| Plot 3. | " 31st " | 2 | 4 | 1 | 4 |
| Plot 4. | " 31st " | 1 | 7 | 0 | 16 |
| Plot 5. | " 11th August, 1891. | 1 | 12 | 2 | 11 |
| Average Increase per Acre through the use of Sulphate of Copper dressing. | | 1 | 12 | 2 | 20" |

It appears to me that in dealing with the dressings now recommended it will be necessary to perform all operations with the utmost exactitude : and that for different varieties of potatoes different treatment will be required. In his "*Recherches sur la Culture de la Pomme de terre*," published this year, M. Aimé Girard, who has so strongly urged the use of Sulphate of Copper as a preventive of potato disease, directs attention to the necessity for great care in the preparation of the bouillie for dressing. I append a free translation of his directions for this operation. He is also of opinion that when the crop is dressed with Copper preparations, weather changes have much influence upon results—that much rain may prevent satisfactory results ; so that in case of rainy weather at the time of dressing, it will be necessary to give more than one application during the growth of the potato crop.

The implements provided for the purpose of applying the bouillie are well adapted for the purpose. The dressing must be put on the crop in the form of a fine spray. The two Spraying Machines, L'Eclair and Pilter-Bourdil, which were used in our experiment, may be carried, charged with the bouillie, on the back of the person spraying the crop. In the working of the machine an extremely fine spray is made. At the Glasnevin Farm a Spray-producing Machine, improvised for the occasion, was cheaply constructed. An oval deep can of galvanised iron was fitted with a flexible india rubber tube ; attached to this was a garden syringe fitted with a spray-producing nozzle, the can being strapped on the back of the operator ; he performed very satisfactory work. As regards the use of powder dressings of Copper preparations, at no time had I any faith in their efficacy ; and experience of their use this year has not altered my opinion.

As stated in my report last year, "as the plants are wholly or partially covered by the dressing, so will they be affected by disease during the prevalence of blight."

A fine spray surrounding the plants is more likely to reach and cover all parts of the plant than would be the case with the finest powder put on with the greatest care. M. Aimé Girard says the powders are not to be recommended, as the wind would carry them too readily. Again, the powder will not attach itself to the leaves and stems of the plants as effectively as will the bouillie in a condition of spray.

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I shall conclude by making a few observations based on experiments upon varieties of potatoes grown in different parts of the country.

The experiments carried out with varieties of potatoes grown in different parts of the country had for their object the bringing before farmers, in places where there are few opportunities of seeing new varieties of potatoes, some kinds that had established a reputation for good yield and disease-resisting qualities.

These experiments also test the suitability of several kinds for various circumstances. The accompanying map and appended table show the localities to which the potatoes were sent. It will be seen that a wide range of circumstances was embraced in these experiments.

An important object to be tested was the determination of the question whether an interchange of Irish grown Champion potatoes throughout Ireland might be successful; and that if this were proved, large sums of money, now expended in importing potatoes for seed, might be saved to this country.

The suitability of the Champion variety for Ireland remains unchallenged, and I am of opinion that with careful cultivation this variety has many years of future usefulness. I am inclined to think, however, that there is grave reason to fear that there are, in several places, potatoes grown under the name of Champions which are in no way entitled to the name, and that a large amount of unfair dealing occurs in the sale of potatoes for seed.

The raising of new varieties of potatoes has been continued at the Glasnevin and Munster Farms. We have not yet produced a variety equal in all good qualities to the Champion, although some very good specimens have been brought into cultivation.

A very interesting experiment is in progress at present. It consists in improving by cultivation a peculiar potato found amongst Champions. This potato has all the appearance of a wild variety. Its stems, leaves, and general habit are altogether different from other potatoes; the produce is small, and there is an enormous development of roots. The stalks and tubers appear to remain free from disease even during a period of severe attack of blight.

In the autumn of 1890 several of these peculiar potato plants were saved, and the produce was planted in well prepared ground in the spring of this year, 1891. The crop grew well, and remained free from disease. The produce was a very decided improvement upon that of 1890. Another planting of the produce of 1891 will be made in 1892 in order to test whether a progressive rate of improvement can be established in this variety.

In connection with the raising of new varieties of potatoes, I may say my observation leads me to the opinion that the disease-resisting quality of potatoes is mainly a question of the physiological formation of the stems and leaves; and that the hard, dark green, small hairy leaves and hard stems of some varieties resist the attack of the fungus which produces the disease better than the large, soft, light green leaves and stems of other varieties.

In his lecture on Bacteria, Professor De Bary says: "It may be shown that, in the case of certain fungi, individuals of the same host-species have unequal susceptibility to the attacks of the parasite, and unequal power of resisting them according to the relative amount of water which they contain." The soft, watery state of the stems and leaves of some varieties of potatoes appears to offer a more suitable condition for the propagation of fungi than the drier condition

of other varieties. Again potatoes whose tubers are found a long distance away from the stem, and especially if they are deeply buried in the ground, will be found to produce a crop freer from disease than potatoes whose tubers cluster closely round the stem. This is what must be expected if the theory be correct that the disease is carried to the tubers by means of the spores falling upon them from the leaves, and not through the penetration of the mycelium through the stems.

Experiments of the use of sulphate of copper as a preventive should be continued in this country, and a very extended system of these experiments under proper direction and supervision would be desirable.

I would also respectfully suggest the desirability of promoting a series of scientific investigations as to the life history of the fungus which causes the potato disease. A good deal of attention was given to the subject thirty years ago by the late Mr. David Moore, Curator of the Glasnevin Botanic Gardens; but since his time very little progress in investigation has been made in this country.

The subject is one that will require much time and patience. There are in Dublin men who are fully qualified to take up the subject, with a view of dealing with it exhaustively. Encouragement by way of providing funds for such investigation is needed. Without fuller knowledge of the mode of propagation and dissemination of the *Phytophthora Infestans*, the proposals of remedies and experiments for discovering such remedies will to a great extent, be labouring without light.

I remain, gentlemen, your obedient servant,

(Signed), THOS. CARROLL.

The Secretaries,
National Education Office,
Marlborough-street,
Dublin.

APPENDIX.

EXPERIMENTS CARRIED OUT at the ALBERT MODEL FARM in 1883.

REPORT of DR. E. PERCEVAL WRIGHT, A.M., M.D.,

Professor of Botany, Trinity College, Dublin, Lecturer on Natural History and Botany at the Albert Agricultural Institution.

The important problem of whether it is possible to protect the growing potatoe tubers from the attacks of the *Peronospora Infestans*, is one yet awaiting solution. It seems evident that a great step would be made in the solving of the problem if one could be sure that the new tubers were infected directly by spores of the *Peronospora* penetrating the epidermal tissue of the tubers themselves, or indirectly by the penetration of the hyphae of the *Peronospora* through the main stem and side branches of the plant giving origin to the tubers. It seems noteworthy that after all the investigations that have been carried on into

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the nature and life-history of this potato fungus, this important fact has not as yet been at all authoritatively settled, nor have even the whole of the phases of the life-history of the parasite been worked out.

The following seem to indicate a strong probability that the new tubers are infected directly:—

1. A potato tuber in a diseased state will give origin to an over-ground stem (the caulome), and leaves which will be free from disease.

2. The potato disease, when first it makes its appearance, seems, on the testimony of almost every observer, to be found on, or just under the newly-formed epidermal tissue of the potato leaf, and it takes some time for the mycelial threads of the fungus to grow through the tissue of the leaf stalk downwards towards the stem.

If then there was a probability that the new tubers were infected by means of the spores developed in the spore-cases which arise from the mycelial threads of the Parasite growing in the tissue of the potato leaves, it would seem possible to protect in some measure the tubers from the attacks of the spores falling from the fungus. The researches and experiments of Mr. Carl Jensen, of Copenhagen, seemed to me to point in this direction. By earthing up around the stem of the tuber producing plant, he according to his statistics reduced enormously the per-centage of disease. On thinking over this question, at the request of Mr. Carroll, it appeared to me desirable to keep the following facts in view:—

1. The short duration of life possessed by the (individual) spores of the *Peronospora*.

2. That the potato tuber being an abnormally developed underground stem, the apical growing region of which is deprived of the protection of its lateral leaves, this region is in a most peculiar way liable, while in a growing state, to the attacks of fungoid spores.

The still growing potato tuber would be easily infected if the spores come in a living state in contact with it. These spores are produced in amazing numbers, and in rapid succession—they are readily wind-borne. Experiments seem to prove that, unless by the medium of water, they are unable to penetrate into the earth; but through the medium of water they can be carried down into contact with the tubers. Should, however, means be taken to carry the water not to but from the region of the new tubers, there would seem a possibility thereby of lessening the per-centage of the tubers attacked, and in this it seemed to me consisted one of the chief points of interest in Mr. Jensen's earthing up system.

It would appear quite possible by properly conducted experiments to settle this and other points of interest in connexion with the potato disease; but to render such experiments worthy of the name of scientific, would require a devotion of time and labour, which it would appear no investigator, either abroad or at home, has as yet had at his disposal.

The details of the following experiment, carried out by the energy of Mr. Carroll, are in many respects open to scientific criticism, but the result seems of quite sufficient importance to be reported on. Apparently sound tubers of Gordon's Victoria, showing no disease indication when examined with $1\frac{1}{2}$ inch objective, were planted in the midst of the field at the Albert Institution devoted to trial of many varieties of potatoes. The sets were carefully surrounded by a newly made and painted framework, glazed. In this framework were several openings for the admission of air. These openings were

carefully plugged with cotton wool and opened out horizontally to the ground. The edges of the framework where they rested on the ground were also packed with cotton wool. As was to be expected (from the artificial circumstances) the plants appeared early and their stalks and leaves were "drawn." In the course of August while potatoes planted in the field around them were attacked, they seemed free. In September some mould appeared on the portion of the leaves touching the glass case. In October the case was removed, and the whole of the stems and the leaves were carefully examined, but failed to show any trace of the presence of *Peronospora*. The mould seemed to be *Polyactis cana*. The tubers were twenty-four in number, small and soft. They showed no sign of disease, and now after a period of three months none has developed in any of the tubers.

Remembering that this variety of potato is somewhat subject to disease, the result of this experiment is not without interest, I would claim for it nothing more, but I cannot doubt the importance of further experiments in the same direction, and it may possibly be that by such the unknown history of the potato disease now forty years so terribly known to us may be stumbled upon.

E. PERCEVAL WRIGHT, M.D., J.P.

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M. AIME GIRARD'S DIRECTION for MAKING the BOUILLIE-BORDELAISE.

The bouillie which I employ now is made up in the following manner:—The lime should be weighed in its quick state, but it ought not to be put in the Solution of Copper until it has been slaked by water and reduced to a fine powder.

The preparation is most simple. Near the field which is to be treated is brought a barrel, an earthen pan, and a wooden stick (for stirring). In the earthen pan is placed $6\frac{1}{2}$ lbs. of quicklime. Water is poured on so long as the lime will absorb it, the lime will shortly swell up and fall to powder, it is then fit for use.

In the barrel is thrown $6\frac{1}{2}$ lbs. of Sulphate of Copper in powder; this should be covered with $2\frac{1}{2}$ gallons to $4\frac{1}{2}$ of water and all is stirred until the Copper Sulphate is dissolved.

This done a quantity of water to make in all 22 gallons of fluid is added to the solution in the barrel. Then is thrown in little by little the slaked lime, and stirring is kept up unceasingly until all the lime is added.

The thick bluish mixture is now the preserving bouillie. Allowed to stand in a glass for some short time, a bluish deposit should fall to the bottom of the glass; above this is a liquid absolutely uncoloured, which will bring back to red litmus paper its blue colour.

The bouillie is now ready for use. When it is to be applied, it should be well stirred to cause the precipitated matter to mix with the water.

The mode of application suggested is the knapsack sprayer and the quantity of bouillie to be applied is about 150 gallons to the acre.

It is in general towards the end of June or beginning of July, and in the combined action of rain and heat that the disease meets with conditions favourable to its development. This is the time to apply the treatment. It is unwise to wait for the appearance of the disease before attempting to combat it.

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The following extracts from a letter published in the *Newry Telegraph*, has reference to a crop of potatoes grown in the neighbourhood of Newry:—

The crop which had been dressed with the sulphate of copper preparation was remarkable through its having preserved the leaves in a green state for almost two months longer than was the case in the crop which was not so dressed.

"At that time the crop experimented on had not been dug, and it was only possible to judge of the effect of the copper treatment on the stalks and leaves of the plants. This, however, was of a very marked and promising character. One portion of the potato field had been dressed with the copper solution about the end of July (long before disease had made its appearance anywhere), and the remaining portion in the end of August, when the blight was fairly well established. The plants treated in July continued green and growing for four or five weeks after the others were almost or altogether killed.

"Now that the crop has been saved, and we are able to compare the respective outputs of the two divisions, we find that the tubers grown in the part of the field first dressed are larger in size and weightier in yield, probably by one-fourth than the remainder.

"At least such is the opinion we formed, both from observation, and from now and again weighing the produce of a dozen or so plants, lifted from the one plot, against that of an equal number taken from the other.

"The field was mainly set with champions and, as for the soil, it is uniformly deep and rich, but in the part that gave the best results, heavier and more retentive of damp, and therefore, less favourable for potatoes, especially of a wet season.

"So far as disease is concerned, there appears to have been very little with us, or, indeed, in our neighbourhood; and the sulphate of copper seems to have benefited the plants, over which it was sprayed, mainly by increasing and prolonging their vitality, and thus enabling them to withstand disease and to mature their fruit.

"In cases, however, like this, where many conditions take part in and influence the result, one is not justified in drawing positive conclusions from a single, or even several experiments; for the true cause to which any given effect should be assigned can only be placed beyond doubt after repeated and exhaustive trials.

"We must, therefore, suspend our final judgment in this matter until the numerous returns now being prepared shall have been published.

"Meanwhile, so far as our experience goes, it is entirely favourable to the copper treatment—used early and as a protective—and we shall certainly give it a further trial next season—applying it first towards the end of July, and perhaps partially a second time three weeks later on.

"I am yours truly,

"ROBERT E. QUINN.

"The Agency, Newry.

"30th October, 1891."

MAP

SHOWING THE POSITIONS OF
NATIONAL SCHOOL FARMS

WHERE EXPERIMENTS UPON POTATO
CULTURE WERE CARRIED OUT IN 1881



THE NUMBERS REFER TO SCHOOL FARMS
MENTIONED IN TABLE OF RESULTS

TABLE SHOWING THE RESULTS
OF THE
GROWTH OF EIGHT VARIETIES OF POTATOES IN 40 DISTRICTS IN IRELAND.

| No. | DISTRICT | | | | VARIETY | | | | YIELD | | | | QUALITY | | | | REMARKS | | | |
|-----|----------|-----|------|-------|---------|-----|------|-------|-------|-----|------|-------|---------|-----|------|-------|---------|-----|------|-------|
| | NAME | NO. | AREA | YIELD | NAME | NO. | AREA | YIELD | NAME | NO. | AREA | YIELD | NAME | NO. | AREA | YIELD | NAME | NO. | AREA | YIELD |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |
| 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 |
| 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 |
| 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 |
| 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 |
| 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 |
| 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 |
| 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 |
| 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 |
| 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 |
| 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |
| 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 |
| 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |

APPENDIX D.

APPENDIX D.

LITERARY CLASSIFICATION of the 700,670 PUPILS who attended School once or oftener within the last Fourteen Days of the Month immediately preceding the Results Examination.

| Number and Name of District. | Infants | First Class. | Second Class. | Third Class. | Fourth Class. | Fifth Class, 1st Stage. | Fifth Class, 2nd Stage. | Sixth Class. | Total. |
|------------------------------|---------|--------------|---------------|--------------|---------------|-------------------------|-------------------------|--------------|--------|
| 1. Letterkenny, . . . | 3,327 | 3,118 | 1,638 | 1,223 | 787 | 449 | 226 | 229 | 10,047 |
| 2. Londonderry, . . . | 3,328 | 1,962 | 1,691 | 1,371 | 1,043 | 663 | 414 | 496 | 10,973 |
| 2A. " . . . | 874 | 584 | 628 | 411 | 364 | 274 | 177 | 221 | 3,333 |
| 3. Coleraine, . . . | 2,772 | 1,593 | 1,399 | 1,338 | 999 | 745 | 518 | 676 | 9,961 |
| 4. Ballymena, . . . | 3,039 | 1,716 | 1,290 | 1,333 | 924 | 716 | 443 | 486 | 10,167 |
| 5. Donegal, . . . | 2,458 | 1,605 | 1,334 | 1,229 | 1,061 | 642 | 413 | 430 | 8,992 |
| 6. Strabane, . . . | 2,320 | 1,662 | 1,498 | 1,163 | 888 | 587 | 392 | 328 | 8,497 |
| 7. Castledawson, . . . | 3,619 | 1,624 | 1,513 | 1,322 | 1,064 | 734 | 457 | 468 | 10,131 |
| 8. Belfast, North, . . . | 5,564 | 2,696 | 2,693 | 2,256 | 1,725 | 1,066 | 628 | 541 | 17,068 |
| 8A. Carrickfergus, . . . | 2,893 | 1,631 | 1,445 | 1,318 | 1,037 | 830 | 519 | 572 | 10,115 |
| 9. Belfast, South, . . . | 4,890 | 2,030 | 2,324 | 2,023 | 1,626 | 1,192 | 773 | 928 | 15,731 |
| 9A. " . . . | 2,196 | 1,030 | 963 | 832 | 591 | 384 | 266 | 226 | 6,431 |
| 10. Newtownards, . . . | 4,739 | 2,086 | 1,954 | 1,565 | 1,568 | 1,063 | 664 | 706 | 14,592 |
| 11. Lurgan, . . . | 3,614 | 1,935 | 1,590 | 1,308 | 1,060 | 755 | 463 | 528 | 10,863 |
| 12. Sligo, . . . | 2,227 | 1,708 | 1,433 | 1,418 | 1,231 | 894 | 543 | 540 | 10,559 |
| 13. Enniskillen, . . . | 2,696 | 1,313 | 1,200 | 1,229 | 998 | 769 | 463 | 497 | 8,624 |
| 14. Omagh, . . . | 2,563 | 1,372 | 1,273 | 1,150 | 930 | 713 | 465 | 568 | 9,043 |
| 15. Dungannon, . . . | 2,753 | 1,496 | 1,316 | 1,263 | 1,010 | 697 | 448 | 509 | 9,496 |
| 16. Armagh, . . . | 2,863 | 1,326 | 1,346 | 1,238 | 1,139 | 792 | 542 | 621 | 9,535 |
| 17. Downpatrick, . . . | 2,721 | 1,373 | 1,380 | 1,227 | 1,105 | 709 | 484 | 422 | 9,367 |
| 18. Monaghan, . . . | 2,700 | 1,286 | 1,315 | 1,221 | 1,115 | 739 | 538 | 596 | 9,729 |
| 19. Newry, . . . | 3,603 | 1,796 | 1,632 | 1,455 | 1,033 | 674 | 461 | 414 | 10,451 |
| 20. Ballina, . . . | 3,664 | 2,024 | 1,761 | 1,572 | 1,270 | 910 | 584 | 619 | 11,864 |
| 21. Ballaghaderreen, . . . | 3,400 | 2,044 | 1,965 | 1,944 | 1,523 | 1,061 | 620 | 627 | 13,357 |
| 22. Boyle, . . . | 2,496 | 1,335 | 1,293 | 1,222 | 1,113 | 879 | 612 | 899 | 9,373 |
| 23. Cavan, . . . | 2,213 | 1,552 | 1,368 | 1,459 | 1,233 | 896 | 591 | 790 | 10,063 |
| 24. Bailieborough, . . . | 2,719 | 1,591 | 1,506 | 1,603 | 1,103 | 761 | 449 | 530 | 10,186 |
| 25. Drogheda, . . . | 3,692 | 1,893 | 1,638 | 1,664 | 1,524 | 870 | 572 | 625 | 12,262 |
| 26. Westport, . . . | 3,762 | 1,970 | 1,912 | 1,737 | 1,359 | 933 | 478 | 453 | 12,496 |
| 27. Roscommon, . . . | 2,972 | 1,913 | 1,834 | 1,763 | 1,362 | 865 | 599 | 588 | 11,830 |
| 28. Longford, . . . | 2,630 | 1,741 | 1,621 | 1,544 | 1,213 | 880 | 596 | 649 | 10,911 |
| 29. Trim, . . . | 2,570 | 1,517 | 1,219 | 1,215 | 1,065 | 792 | 588 | 716 | 9,563 |
| 30. Dublin, North, . . . | 5,399 | 2,751 | 2,267 | 1,862 | 1,337 | 1,040 | 625 | 587 | 15,888 |
| 30A. " . . . | 1,044 | 519 | 469 | 330 | 360 | 151 | 86 | 79 | 2,397 |
| 31. Ballinamore, . . . | 2,192 | 1,518 | 1,429 | 1,307 | 1,261 | 838 | 455 | 426 | 9,506 |
| 32. Tuam, . . . | 3,393 | 2,314 | 2,132 | 1,948 | 1,691 | 1,018 | 577 | 628 | 13,421 |

TABLE No. 1.—Classification of 6,719* National Schools in regard to cleanliness of (A.) Out-Offices, (B.) School-rooms, and (C.) Children—*continued.*

| District and Centre. | A. Out-Offices. | | | | B. School-rooms. | | | C. Children. | | | Total Number of Schools. |
|------------------------------|--------------------|-----------|------|-------|---------------------|-----------|------|-----------------|-----------|------|-----------------------------|
| | Good. | Middling. | Bad. | None. | Good. | Middling. | Bad. | Good. | Middling. | Bad. | |
| 30. Dublin, North, . . . | 85 | 20 | - | 6 | 85 | 25 | - | 98 | 23 | - | 121 |
| 30A. " " " " . . . | - | - | - | - | - | - | - | - | - | - | - |
| 31. Ballinamore, . . . | 63 | 27 | 4 | 60 | 73 | 67 | 14 | 70 | 49 | 15 | 134 |
| 32. Tuam, . . . | 104 | 12 | - | 14 | 122 | 8 | - | 123 | 7 | - | 130 |
| 33. Mullingar,* . . . | - | - | - | - | - | - | - | - | - | - | - |
| 34. Galway, . . . | 92 | 9 | 3 | 26 | 107 | 17 | 6 | 96 | 30 | 4 | 130 |
| 34A. " " " " . . . | - | - | - | - | - | - | - | - | - | - | - |
| 35. Ballinasloe, . . . | 52 | 46 | 13 | 27 | 65 | 68 | 5 | 135 | 3 | - | 138 |
| 36. Parsonstown, . . . | 102 | 14 | 6 | 25 | 119 | 22 | 5 | 123 | 23 | - | 146 |
| 37. Dublin, South, 1,* . . . | - | - | - | - | - | - | - | - | - | - | - |
| 38. Listowel,* . . . | - | - | - | - | - | - | - | - | - | - | - |
| 40. Dublin, South, 2, . . . | 60 | 33 | 10 | 21 | 79 | 69 | 14 | 78 | 43 | 3 | 124 |
| 40A. " " " " . . . | - | - | - | - | - | - | - | - | - | - | - |
| 41. Portlough, . . . | 80 | 24 | 10 | 19 | 90 | 35 | 20 | 90 | 35 | 10 | 135 |
| 42. Gort, . . . | 99 | 11 | 3 | 14 | 103 | 22 | 3 | 105 | 21 | - | 127 |
| 43. Templemore . . . | 69 | 24 | 2 | 42 | 95 | 31 | 1 | 91 | 36 | - | 127 |
| 44. Athy,* . . . | - | - | - | - | - | - | - | - | - | - | - |
| 45. Ennis,* . . . | - | - | - | - | - | - | - | - | - | - | - |
| 46. Tipperary, . . . | 55 | 9 | 10 | 69 | 71 | 46 | 6 | 65 | 56 | 2 | 123 |
| 47. Kilkenny, . . . | 72 | 41 | 23 | 10 | 73 | 68 | 15 | 79 | 49 | 18 | 146 |
| 48. Yonghal, . . . | 116 | 6 | 4 | 3 | 108 | 21 | - | 87 | 42 | - | 129 |
| 49. Waterford, . . . | 69 | 42 | 10 | 13 | 86 | 35 | 12 | 102 | 21 | 11 | 134 |
| 50. Wexford, . . . | 80 | 33 | 14 | 28 | 73 | 46 | 16 | 68 | 75 | 2 | 135 |
| 51. Limerick, . . . | 68 | 28 | 7 | 16 | 80 | 36 | 1 | 93 | 24 | 1 | 117 |
| 52. Rathkeale, . . . | 37 | 65 | 4 | 8 | 44 | 67 | 14 | 38 | 63 | 4 | 115 |
| 53. Clonmel, . . . | 38 | 41 | 16 | 24 | 86 | 26 | 7 | 72 | 44 | 3 | 119 |
| 54. Tralee, . . . | 29 | 3 | - | 18 | 79 | 25 | 5 | 83 | 21 | 1 | 110 |
| 55. Millstreet, . . . | 78 | 27 | 6 | 5 | 85 | 23 | 6 | 60 | 48 | 8 | 114 |
| 56. Maldo, . . . | 71 | 23 | 5 | 6 | 65 | 42 | 8 | 80 | 35 | - | 115 |
| 57. Kilmoney, . . . | 108 | 15 | - | 7 | 100 | 24 | - | 96 | 28 | - | 124 |
| 58. Bantry, . . . | 74 | 18 | 3 | 35 | 88 | 37 | 5 | 96 | 32 | - | 128 |
| 59. Dunmanway, . . . | 100 | 5 | 2 | 14 | 109 | 4 | 8 | 111 | 10 | - | 121 |
| 60. Cork, . . . | 104 | 15 | 4 | 7 | 116 | 11 | 3 | 117 | 13 | - | 130 |
| 60A. " " " " . . . | 23 | 10 | 8 | 4 | 45 | 7 | 3 | 40 | 13 | - | 53 |
| Total, . . . | 4,108 | 1,182 | 303 | 1,090 | 4,881 | 1,549 | 289 | 4,943 | 1,618 | 158 | 8,719 |

* Information not available for fourteen Districts; present Inspectors being too recently in charge to furnish the details.

TABLE NO. 2.—Classification of 6,719* National Schools

| District and Centre. | No. of Schools Retained. | A. Building, Repairs, &c. | | | B. Furniture and Apparatus. | | |
|----------------------------------|--------------------------------|------------------------------|-----------|------|--------------------------------|-----------|------|
| | | Good. | Middling. | Bad. | Good. | Middling. | Bad. |
| 1. Letterkenny, | 155 | 80 | 62 | 13 | 109 | 40 | 6 |
| 2. Londonderry,* | — | — | — | — | — | — | — |
| 2A. | 50 | 38 | 12 | — | 36 | 14 | — |
| 3. Coleraine, | 151 | 116 | 30 | 6 | 114 | 34 | 3 |
| 4. Ballymena, | 146 | 140 | 43 | 3 | 108 | 36 | 2 |
| 5. Donegal, | 148 | 96 | 48 | 4 | 97 | 50 | 1 |
| 6. Strabane, | 146 | 88 | 46 | 12 | 85 | 46 | 16 |
| 7. Castledawson, | 153 | 126 | 17 | 1 | 123 | 25 | 6 |
| 8. Belfast, North, | 128 | 111 | 12 | — | 106 | 15 | — |
| 8A. Carrickfergus,* | — | — | — | — | — | — | — |
| 9. Belfast, South, | 117 | 104 | 9 | 4 | 100 | 14 | 3 |
| 9A. | 52 | 49 | 2 | 1 | 49 | 3 | — |
| 10. Newtownards, | 133 | 124 | 9 | — | 123 | 10 | — |
| 11. Lurgan, | 137 | 124 | 10 | 3 | 119 | 15 | 3 |
| 12. Sligo,* | — | — | — | — | — | — | — |
| 13. Enniskillen, | 150 | 70 | 74 | 6 | 66 | 87 | 8 |
| 14. Omagh, | 148 | 110 | 33 | 6 | 114 | 30 | 4 |
| 15. Dungannon, | 153 | 83 | 70 | — | 87 | 66 | — |
| 16. Armagh,* | — | — | — | — | — | — | — |
| 17. Downpatrick, | 142 | 94 | 35 | 13 | 90 | 40 | 12 |
| 18. Monaghan, | 147 | 121 | 20 | 6 | 103 | 40 | 4 |
| 19. Newry,* | — | — | — | — | — | — | — |
| 20. Ballina, | 134 | 106 | 19 | 9 | 100 | 23 | 11 |
| 21. Ballinacorney, | 136 | 117 | 13 | 6 | 114 | 14 | 8 |
| 22. Boyle, | 129 | 117 | 8 | 4 | 113 | 12 | 4 |
| 23. Cavan,* | — | — | — | — | — | — | — |
| 24. Ballinabrough, | 150 | 97 | 32 | 21 | 90 | 59 | 10 |
| 25. Drogheda, | 133 | 120 | 11 | 2 | 120 | 11 | 2 |
| 26. Westport, | 148 | 97 | 40 | 11 | 101 | 41 | 6 |
| 27. Roscommon, | 134 | 94 | 31 | 9 | 75 | 43 | 16 |
| 28. Longford, | 140 | 94 | 36 | 10 | 84 | 39 | 17 |
| 29. Trim, | 139 | 116 | 23 | — | 120 | 19 | — |
| 30. Dublin, North, | 124 | 95 | 29 | 6 | 92 | 29 | — |
| 31A. | — | — | — | — | — | — | — |
| 31. Ballinamore, | 134 | 71 | 31 | 32 | 74 | 42 | 18 |
| 32. Tuam, | 130 | 107 | 15 | 8 | 108 | 18 | 4 |
| 33. Mullingar,* | — | — | — | — | — | — | — |
| 34. Galway, | 130 | 87 | 25 | 18 | 96 | 23 | 9 |
| 34A. | — | — | — | — | — | — | — |
| 35. Ballinasloe, | 138 | 65 | 68 | 6 | 62 | 72 | 4 |
| 36. Parsonstown, | 146 | 121 | 18 | 7 | 121 | 15 | 7 |
| 37. Dublin, South, 1,* | — | — | — | — | — | — | — |
| 38. Liscawel,* | — | — | — | — | — | — | — |
| 39. Dublin, South, 2, | 124 | 77 | 35 | 12 | 73 | 42 | 9 |
| 40A. | — | — | — | — | — | — | — |
| 41. Portarlington, | 135 | 100 | 35 | — | 74 | 31 | 30 |
| 42. Gort, | 127 | 89 | 25 | 13 | 100 | 25 | 2 |
| 43. Templemore, | 127 | 68 | 63 | 6 | 64 | 64 | 9 |
| 44. Athy,* | — | — | — | — | — | — | — |
| 45. Ennis,* | — | — | — | — | — | — | — |
| 46. Tipperary, | 123 | 79 | 33 | 11 | 76 | 39 | 8 |
| 47. Kilkenny, | 146 | 89 | 46 | 11 | 88 | 47 | 11 |
| 48. Yougal, | 139 | 102 | 23 | 4 | 108 | 21 | — |
| 49. Waterford, | 134 | 54 | 71 | 9 | 72 | 43 | 19 |
| 50. Ennisceorthy, | 135 | 68 | 41 | 26 | 60 | 44 | 31 |
| 51. Limerick, | 117 | 79 | 32 | 6 | 88 | 23 | 6 |
| 52. Rathkeale, | 115 | 73 | 36 | 6 | 69 | 40 | 6 |
| 53. Clonmel, | 119 | 84 | 29 | 6 | 81 | 32 | 6 |
| 54. Tralee, | 110 | 97 | 7 | 6 | 102 | 4 | 4 |
| 55. Millicree, | 114 | 90 | 18 | 6 | 82 | 24 | 8 |
| 56. Mallow, | 116 | 69 | 42 | 4 | 50 | 36 | 20 |
| 57. Kilmarnock, | 124 | 106 | 8 | 11 | 106 | 8 | 11 |
| 58. Bantry, | 128 | 73 | 41 | 14 | 70 | 45 | 13 |
| 59. Duncannon, | 121 | 111 | 8 | 2 | 109 | 6 | 6 |
| 60. Cork, | 130 | 109 | 11 | 10 | 108 | 14 | 8 |
| 60A. | 63 | 43 | 8 | 2 | 38 | 13 | 2 |
| Total, | 6,719 | 4,796 | 1,533 | 390 | 4,769 | 1,619 | 331 |

* Information not available for fourteen Districts; present

in regard to heads indicated in the following Table:—

| C. Premises, Playgrounds, &c. | | | | D. Space Accommodation. | | | E. Supply of Books and other Requisites. | | | District |
|----------------------------------|-----------|------|-------|----------------------------|-----------|------|--|-----------|------|----------|
| Good. | Middling. | Bad. | None. | Good. | Middling. | Bad. | Good. | Middling. | Bad. | |
| 35 | 40 | 6 | 74 | 67 | 69 | 19 | 57 | 72 | 26 | 1 |
| 27 | 12 | - | 11 | 42 | 8 | - | - | 14 | - | 2 |
| 88 | 22 | 2 | 29 | 144 | 6 | 1 | 127 | 20 | 4 | 3A |
| 70 | 47 | - | 29 | 110 | 26 | 10 | 130 | 19 | - | 3 |
| 44 | 66 | - | 38 | 121 | 25 | 2 | 84 | 64 | - | 4 |
| 53 | 9 | - | 84 | 103 | 28 | 15 | 107 | 29 | 10 | 5 |
| 49 | 14 | - | 90 | 138 | 13 | 4 | 135 | 25 | 3 | 6 |
| 50 | 19 | 2 | 52 | 105 | 19 | 8 | 123 | - | - | 7 |
| - | - | - | - | - | - | - | - | - | - | 8 |
| 76 | 23 | 14 | 4 | 95 | 16 | 6 | 90 | 27 | - | 8A |
| 29 | 1 | - | 31 | 46 | 3 | 3 | 46 | 6 | - | 9 |
| 99 | 32 | 2 | - | 139 | 12 | 1 | 151 | 1 | 1 | 9A |
| 90 | 31 | 6 | 10 | 112 | 22 | 3 | 100 | 37 | - | 10 |
| - | - | - | - | - | - | - | - | - | - | 11 |
| 33 | 63 | 3 | 61 | 116 | 33 | 2 | 59 | 79 | 21 | 12 |
| 125 | 18 | 7 | - | 150 | 16 | 5 | 135 | 19 | 3 | 13 |
| 80 | 36 | 4 | 28 | 163 | 48 | 2 | 116 | 37 | - | 14 |
| - | - | - | - | - | - | - | - | - | - | 15 |
| 69 | 43 | 1 | 29 | 107 | 28 | 7 | 105 | 33 | 4 | 16 |
| 62 | 28 | 4 | 63 | 142 | 4 | 1 | 125 | 9 | 13 | 17 |
| - | - | - | 35 | 102 | 25 | 7 | 85 | 39 | 10 | 18 |
| 87 | 6 | 6 | - | 125 | 6 | 5 | 128 | 8 | - | 19 |
| 103 | 29 | 4 | 39 | 104 | 13 | 12 | 123 | 1 | - | 20 |
| 93 | 6 | - | - | - | - | - | - | - | - | 21 |
| - | - | - | - | - | - | - | - | - | - | 22 |
| 73 | 28 | 9 | 41 | 95 | 44 | 11 | 130 | 29 | - | 23 |
| 122 | 9 | 2 | - | 130 | 1 | 2 | 133 | - | - | 24 |
| 80 | 36 | 15 | 16 | 109 | 39 | 19 | 70 | 60 | 18 | 25 |
| 54 | 32 | 20 | 28 | 63 | 51 | 20 | 83 | 38 | 11 | 26 |
| 76 | 34 | 8 | 22 | 107 | 26 | 7 | 108 | 32 | - | 27 |
| 106 | 23 | 7 | 1 | 130 | 9 | - | 129 | - | - | 28 |
| 60 | 37 | - | 6 | 99 | 16 | 6 | 89 | 32 | - | 29 |
| - | - | - | - | - | - | - | - | - | - | 30 |
| 55 | 38 | 5 | 35 | 84 | 32 | 18 | 78 | 52 | 4 | 30A |
| 92 | 14 | 6 | 18 | 98 | 23 | 9 | 120 | 9 | 1 | 31 |
| - | - | - | - | - | - | - | - | - | - | 32 |
| 86 | 18 | 5 | 24 | 64 | 29 | 37 | 110 | 15 | 5 | 33 |
| - | - | - | - | - | - | - | - | - | - | 34 |
| 66 | 69 | 3 | - | 90 | 73 | 5 | 60 | 78 | - | 34A |
| 91 | 29 | - | 35 | 121 | 13 | 12 | 125 | 13 | 8 | 35 |
| - | - | - | - | - | - | - | - | - | - | 36 |
| - | - | - | - | - | - | - | - | - | - | 37 |
| 77 | 26 | 8 | 15 | 103 | 11 | 5 | 83 | 31 | 5 | 38 |
| - | - | - | - | - | - | - | - | - | - | 39 |
| 80 | 30 | 21 | 4 | 113 | 12 | 10 | 80 | 35 | 20 | 40A |
| 96 | 12 | 12 | - | 107 | 19 | 10 | 105 | 14 | 8 | 41 |
| 51 | 56 | 6 | 14 | 112 | 11 | 4 | 78 | 35 | 14 | 42 |
| - | - | - | - | - | - | - | - | - | - | 43 |
| - | - | - | - | - | - | - | - | - | - | 44 |
| 54 | 20 | 4 | 45 | 83 | 24 | 16 | 102 | 18 | 5 | 45 |
| 71 | 39 | 15 | 21 | 137 | 8 | 1 | 100 | 37 | 9 | 46 |
| 79 | 17 | - | 33 | 118 | 7 | 7 | 136 | 3 | - | 47 |
| 69 | 20 | 10 | 35 | 116 | 4 | 3 | 109 | 21 | 4 | 48 |
| 41 | 26 | 15 | 63 | 93 | 18 | 24 | 73 | 41 | 21 | 49 |
| 80 | 22 | 1 | 14 | 75 | 35 | 7 | 95 | 22 | - | 50 |
| 74 | 30 | 3 | 5 | 99 | 14 | 2 | 79 | 34 | 2 | 51 |
| - | - | - | - | - | - | - | - | - | - | 52 |
| 48 | 28 | 19 | 33 | 81 | 32 | 6 | 80 | 33 | 6 | 53 |
| 89 | 12 | 4 | 7 | 95 | 9 | 5 | 96 | 14 | - | 54 |
| 85 | 17 | 4 | 7 | 81 | 13 | 15 | 90 | 18 | 6 | 55 |
| 60 | 33 | 4 | 18 | 80 | 22 | 13 | 90 | 25 | - | 56 |
| 103 | 7 | 6 | 8 | 115 | 5 | 6 | 108 | 9 | 7 | 57 |
| 78 | 24 | 3 | 23 | 74 | 36 | 16 | 80 | 42 | - | 58 |
| 104 | 7 | 10 | - | 116 | 2 | 3 | 115 | 8 | - | 59 |
| 108 | 15 | 2 | 5 | 120 | 6 | 4 | 116 | 11 | 3 | 60 |
| 37 | 11 | - | 5 | 30 | 9 | 5 | 44 | 8 | 1 | 60A |
| 3,809 | 1,370 | 294 | 1,246 | 5,253 | 1,047 | 419 | 5,141 | 1,327 | 251 | |

Inspectors being too recently in charge to furnish the details.

APPENDIX F.

REPORT of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND,
under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st
December, 1891.

1. The twelfth year of the operation of the Act ended on the 31st December, 1891.

2. The numbers on the Pension Establishment under the Act were as follows :—

| | MALES. | | | | | FEMALES. | | | | | Total both sexes. |
|--|------------|------------|------------------------|------------------------|--------|------------|------------|------------------------|------------------------|--------|-------------------|
| | 3rd Class. | 2nd Class. | 1 st Class. | 1 st Class. | Total. | 3rd Class. | 2nd Class. | 1 st Class. | 1 st Class. | Total. | |
| On the Books on the 31st December, 1891, . . . | 2,890 | 1,890 | 410 | 150 | 5,300 | 3,368 | 1,550 | 350 | 133 | 5,400 | 10,700 |
| Maximum Number allowed by the Act, . . . | 2,890 | 1,890 | 410 | 150 | 5,300 | 3,370 | 1,550 | 350 | 130 | 5,400 | 10,700 |

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rules 37 to 48, are as follows :—

| | Males. | Females. | Total. |
|---|---------------------|--------------------|---------------------|
| On the Books, 31st December, 1890, . . . | 68 | 92 | 160 |
| Joined in 1891, | 2 | 2 | 4 |
| Total, | 70 | 94 | 164 |
| Removed from Establishment on account of Age, or on receipt of Gratuity, or award of Pension in 1891, | .. | 2 | 2 |
| Died in 1891, | .. | .. | .. |
| Resigned or Dismissed, 1891, | 2 | 1 | 3 |
| On the Books, 31st December, 1891, . . . | 68 | 93 | 160 |
| Maximum Number allowed, | .. | .. | 250 |
| <i>Supplemental Pensions :</i> | | | |
| Amount payable 31st Dec., 1890, . . . | £ s. d. 165 16 6 | £ s. d. 301 2 8 | £ s. d. 466 19 2 |
| Granted in 1891, | .. | 41 12 3 | 41 12 3 |
| Ceased in 1891, | .. | 43 11 0 | 43 11 0 |
| Amount Payable on 31st Dec., 1891, . . | 165 16 6 | 299 4 4 | 464 0 10 |

4. The Pensions granted were as follows :—

| | MALES | | | | | | | | | | FEMALES | | | | | | | | | | Total both Sexes. | |
|---|------------|-------|------------|-------|------------|-------|--------|--------|------------|-------|------------|-------|------------|-------|--------|-------|-------|--------|-------|--|-------------------|--|
| | 3rd Class. | | 2nd Class. | | 1st Class. | | Total. | | 3rd Class. | | 2nd Class. | | 1st Class. | | Total. | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | No. | £ | No. | £ | No. | £ | No. | £ | No. | £ | No. | £ | No. | £ | No. | £ | | | | | | |
| Total on 31st December, 1890. | 248 | 7,025 | 179 | 6,886 | 90 | 5,105 | 515 | 21,413 | 127 | 2,484 | 125 | 3,483 | 60 | 2,431 | 331 | 9,574 | 876 | 30,922 | | | | |
| PENSIONS GRANTED IN 1891. | | | | | | | | | | | | | | | | | | | | | | |
| For Ill-health. | - | - | 3 | 35 | - | - | 3 | 36 | 3 | 39 | 1 | 11 | - | - | 4 | 30 | 7 | 66 | | | | |
| On Voluntary Retirement. | 21 | 514 | 17 | 697 | 3 | 120 | 47 | 1,715 | 9 | 460 | 8 | 260 | 5 | 217 | 35 | 721 | 72 | 2,446 | | | | |
| On Compulsory Retirement. | 9 | 315 | 7 | 325 | 2 | 120 | 19 | 849 | 7 | 375 | 4 | 138 | 4 | 196 | 13 | 572 | 35 | 1,423 | | | | |
| Total. | 278 | 7,852 | 293 | 7,835 | 95 | 5,345 | 514 | 21,018 | 146 | 2,938 | 138 | 3,882 | 69 | 2,844 | 23 | 1,097 | 990 | 34,925 | | | | |
| PENSIONS GRANTED IN 1891. | | | | | | | | | | | | | | | | | | | | | | |
| Through Death. | 10 | 273 | 14 | 630 | 4 | 217 | 31 | 1,838 | - | - | 6 | 236 | 3 | 134 | 1 | 63 | 41 | 1,793 | | | | |
| Otherwise. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | | |
| Pensions payable on 31st December, 1891.* | 268 | 7,579 | 192 | 7,225 | 91 | 5,128 | 553 | 22,654 | 145 | 2,936 | 132 | 3,694 | 63 | 2,710 | 22 | 1,393 | 919 | 33,182 | | | | |
| Gratuities paid during the year. | 17 | 1,697 | 12 | 1,446 | 1 | 75 | 31 | 3,251 | 22 | 2,571 | 10 | 904 | 2 | 210 | - | 44 | 4,175 | 75 | 7,469 | | | |

* Including the Supplemental Pensions shown in paragraph 3.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880-1890, and the Year 1891, respectively :—

| | MALES. | | | | | | FEMALES. | | | | | |
|-------------------------------------|--------------------|-------|--------------------|-------|--------------------|-------|--------------------|-------|--------------------|-------|--------------------|-------|
| | 3rd Class. | | 2nd Class. | | 1st Class. | | 3rd Class. | | 2nd Class. | | 1st Class. | |
| | 11 Years, 1880-90. | 1891. | 11 Years, 1880-90. | 1891. | 11 Years, 1880-90. | 1891. | 11 Years, 1880-90. | 1891. | 11 Years, 1880-90. | 1891. | 11 Years, 1880-90. | 1891. |
| Average Age on :— | | | | | | | | | | | | |
| Promotion, | 26.22 | 26.28 | 24.50 | 25.27 | 26.01 | 26.32 | 26.71 | 21.24 | 23.85 | 24.00 | 27.12 | 29.00 |
| Resignation or Dismissal, | 26.89 | 27.15 | 26.83 | 33.52 | 30.40 | 35.06 | 35.64 | 25.77 | 28.17 | 27.04 | 28.84 | 31.61 |
| Re-appointment, | 27.73 | 27.22 | 30.40 | 32.44 | 33.20 | 34.33 | 30.23 | 26.07 | 27.79 | 28.26 | 29.57 | 31.21 |
| Retirement, | 25.00 | 23.95 | 26.07 | 26.06 | 25.00 | 26.85 | 25.50 | 24.22 | 22.13 | 21.29 | 25.00 | 23.27 |
| Death, | 27.37 | 27.31 | 26.05 | 26.70 | 24.25 | 24.50 | 26.83 | 24.02 | 26.52 | 24.25 | 23.25 | 21.00 |

APPENDIX G.

APPENDIX G.

I.—LIST of ONE HUNDRED and FIFTY-ONE VESTED SCHOOLS on the Suspended List at end of year 1891.

| County. | District. | Parish. | Sch. No. | School. | How vested. |
|--------------------|-----------|--------------------------|----------|---------------------------|-------------|
| Armagh, . . . | 3 | Armagh, . . . | 1206 | Breen, . . . m. | V.T. |
| Do., . . . | 8 | Tullyrusk, . . . | 5357 | Dundrod, . . . f. | V.C. |
| Do., . . . | — | Shankil, . . . | 6633 | Cavehill, . . . f. | V.T. |
| Do., . . . | 84 | Kilroot, . . . | 7944 | Bellahill, . . . f. | V.C. |
| Cavan, . . . | 23 | Annaghcliff, . . . | 129 | Carlingan, . . . m. | A. |
| Do., . . . | — | Killesbandra, . . . | 143 | Coronary, . . . m. | V.T. |
| Do., . . . | — | Do., . . . | 144 | Do., . . . f. | V.T. |
| Do., . . . | — | Urney, . . . | 157 | Coalboyegua, . . . m. | V.T. |
| Do., . . . | — | Do., . . . | 158 | Do., . . . f. | V.T. |
| Do., . . . | — | Annagh, . . . | 3370 | Kilnaleek, . . . f. | V.T. |
| Do., . . . | — | Killesbandra, . . . | 11206 | Killesbandra, . . . f. | V.T. |
| Do., . . . | — | Drumlumen, . . . | 153 | St. Joseph's, . . . m. | V.T. |
| Do., . . . | — | Do., . . . | 154 | Do., . . . f. | V.T. |
| Do., . . . | 24 | Lurgan, . . . | 2180 | Lastown, . . . f. | V.T. |
| Do., . . . | — | Drumgoon, . . . | 3230 | Cashaw, . . . f. | V.T. |
| Donegal, . . . | 2 | Muff, . . . | 2369 | Ture, . . . f. | V.C. |
| Do., . . . | — | Pahan, Lower, . . . | 3684 | Tullydich, . . . f. | V.C. |
| Do., . . . | 5 | Kilbarrow, . . . | 4421 | Ballyshannon, . . . f. | V.C. |
| Down, . . . | 17 | Bright, . . . | 4743 | Bright, . . . m. | V.C. |
| Do., . . . | — | Kilclief, . . . | 10878 | Kilclief, . . . | V.T. |
| Fermanagh, . . . | 13 | Galloon, . . . | 231 | Drumharry, . . . | V.T. |
| Do., . . . | — | Magheraculmonee, . . . | 288 | Tulnaquigay, . . . | V.T. |
| Do., . . . | — | Aghavea, . . . | 11522 | Brookhara, . . . m. | V.C. |
| Londonderry, . . . | 2 | Clondermott, . . . | 2780 | Lindillon, . . . | A. |
| Do., . . . | 3 | Macosquin, . . . | 2691 | Killure, . . . | V.C. |
| Do., . . . | — | Killowes, . . . | 3987 | Killowen-street, . . . m. | V.T. |
| Do., . . . | — | Aghadowee, . . . | 8137 | Mullahinch, . . . | V.C. |
| Do., . . . | 7 | Tamnight O'Crilly, . . . | 2486 | Drumgarner, . . . f. | V.T. |
| Do., . . . | — | Upper Cumber, . . . | 5496 | Glennardie, . . . m. | V.C. |
| Monaghan, . . . | 18 | Tydavnet, . . . | 1773 | Knockastallen, . . . f. | V.T. |
| Do., . . . | — | Do., . . . | 4653 | Tullycrummin, . . . f. | V.T. |
| Do., . . . | — | Ennairis, . . . | 10430 | Corravoon, . . . f. | V.T. |
| Do., . . . | — | Druminnat, . . . | 10453 | Drumshenny, . . . f. | V.T. |
| Do., . . . | 24 | Magheross, . . . | 367 | Carrikkumcross, . . . f. | V.T. |
| Tyrone, . . . | 2 | Donaghedy, . . . | 1260 | Donaghedy, . . . | A. |
| Do., . . . | 6 | Badoney, Upper, . . . | 5678 | Letterham, . . . f. | V.C. |
| Do., . . . | 14 | Kilskeery, . . . | 3277 | Feglish, . . . f. | A. |
| Do., . . . | — | Cappagh, . . . | 350 | Carrigan, Lower, . . . | V.T. |
| Do., . . . | — | Clogher, . . . | 393 | Eakra, . . . m. | V.T. |
| Do., . . . | — | Ericle Keerogue, . . . | 415 | Glencull, . . . m. | V.T. |
| Do., . . . | — | Clogher, . . . | 1890 | Eakra, . . . f. | V.T. |
| Do., . . . | — | Donaghedy, . . . | 2456 | Blackfoot, . . . f. | V.C. |
| Do., . . . | — | Cappagh, . . . | 3345 | Baylaugh, . . . | A. |
| Do., . . . | — | Clogher, . . . | 11941 | Fivemiletown, . . . | V.C. |
| Do., . . . | 15 | Kilcress, . . . | 419 | Dansmore, . . . | V.T. |
| Do., . . . | — | Do., . . . | 1376 | Strawmucklemartin, . . . | V.T. |
| Clare, . . . | 42 | Dynart, . . . | 1264 | Moyrhee, . . . m. | A. |
| Do., . . . | — | Kilmoon, . . . | 3198 | Caberhallog, . . . m. | V.T. |
| Do., . . . | — | Do., . . . | 3199 | Do., . . . f. | V.T. |
| Do., . . . | 45 | Drumcliffe, . . . | 443 | Newtownstackpoole, m. | V.T. |
| Do., . . . | — | Do., . . . | 5314 | Do., . . . f. | V.T. |
| Do., . . . | 51 | Charles, . . . | 4438 | Kilkishen, . . . m. | V.T. |
| Do., . . . | — | Do., . . . | 4439 | Do., . . . f. | V.T. |

I.—LIST OF ONE HUNDRED AND FIFTY-ONE VESTED SCHOOLS ON the
Suspended List at end of year 1891—continued.

| County. | Dist. | Parish. | Roll No. | School. | How vested. |
|------------|-------|-----------------------------|----------|---------------------------|-------------|
| Cork, | 55 | Kilmichael, | 3500 | Deemleigh, | f. V.T. |
| Do., | - | Canovee, | 3150 | Canovee, | m. V.T. |
| Do., | - | Do., | 9486 | Do., | f. V.T. |
| Do., | - | Drislane, | 1690 | Millstreet (1), | f. V.T. |
| Do., | 56 | Britway, | 3994 | Britway, | f. V.T. |
| Do., | - | Doneraile, | 4128 | Skellinahag, | m. V.T. |
| Do., | - | Blarney, | 1542 | Blarney, | f. V.T. |
| Do., | - | Kilbarrig, | 3930 | Kilpaddar, | f. V.T. |
| Do., | - | Doneraile, | 11570 | Ballyvonier, | m. V.T. |
| Do., | - | Carriglesmear, | 12617 | Clonar and Carig, | m. V.T. |
| Do., | 59 | Myross, | 2112 | Comeroneen, | m. A. |
| Do., | - | Do., | 2113 | Do., | f. A. |
| Do., | - | Skibbereen, | 5141 | Skibbereen (4), | f. V.T. |
| Do., | - | Ardfield, | 16037 | Ardfield, | m. V.T. |
| Do., | - | Castletavern, | 3716 | Castletownsend, | m. V.C. |
| Do., | - | Do., | 5717 | Do., | f. V.C. |
| Kerry, | 39 | Kilmaughten, | 8030 | Reenturk, | f. V.T. |
| Do., | - | Kilcarrah, | 10958 | Lixnaw, | f. V.T. |
| Do., | - | Killstanny, | 2121 | Gortnaskeel, | f. V.T. |
| Do., | 54 | Dingle, | 1278 | Dingle, | m. V.T. |
| Do., | - | Killiney, | 2191 | Castlegregory, | m. V.T. |
| Do., | - | Do., | 2192 | Do., | f. V.T. |
| Do., | - | Ballinabegish, | 9423 | Spa, | f. V.T. |
| Do., | 55 | Kilcummin, | 2995 | Rathmore, | f. V.T. |
| Do., | - | Tralee, | 8261 | Listelach, | f. V.T. |
| Do., | 57 | Killarney, | 1502 | Gortguinane, | f. V.T. |
| Do., | - | Killmane, | 2193 | Filemore, | m. V.T. |
| Do., | - | Do., | 2194 | Do., | f. V.T. |
| Do., | - | Templenoe, | 5148 | Garraghallagh, | f. V.C. |
| Do., | - | Kilcrohan, | 8232 | Sneem, | f. V.C. |
| Do., | - | Do., | 10069 | Letterfinish, | f. V.C. |
| Do., | 58 | Kenmare, | 2650 | Kenmare, | f. A. |
| Limerick, | 46 | Kilteely, | 1980 | Kilteely, | m. V.T. |
| Do., | - | Do., | 1987 | Do., | f. V.T. |
| Do., | 52 | Ballingarry, | 2910 | Ballingarry, | f. V.T. |
| Tipperary, | 38 | Cloughpriced, | 2076 | Carney, | m. V.T. |
| Do., | 46 | Templemeiry, | 10433 | Ardane, | m. V.T. |
| Do., | 53 | Reelickmurray and Athassel. | 18708 | Lagganstown, | f. V.T. |
| Do., | - | Do., | 9450 | Ballycarrow, | f. V.C. |
| Waterford, | 48 | Tallow, | 3490 | Kilcalf, | m. A. |
| Do., | - | Do., | 4218 | Ballyduff, | f. V.T. |
| Do., | 53 | Meibell, | 4137 | Coolmahern, | f. V.T. |
| Dublin, | 39 | Grangegorman, | 7716 | St. Peter's (2), | m. V.T. |
| Do., | - | Do., | 7717 | Do. (2), | f. V.T. |
| Do., | 40 | Rathmichael, | 8293 | Ballycoran, | m. V.C. |
| Do., | - | Stillorgan, | 1296 | Stillorgan, | m. V.C. |
| Kildare, | 57 | Cloncurry, | 1497 | Newtown, | f. V.T. |
| Do., | - | Donaghcamfer, | 5351 | Abbey, | f. V.C. |
| Do., | 44 | Dunmanogue, | 2712 | Lavinstown, | f. V.T. |
| Kilkenny, | 47 | Grange, | 790 | Church Hill, | f. V.T. |
| Do., | - | Powertown, | 1155 | Shanvesthen, | f. V.T. |
| Do., | - | St. John's, | 3413 | St. John's, | f. V.T. |
| Do., | - | Do., | 10639 | St. John's Preparatory m. | V.T. |
| Do., | 49 | Lisluening, | 3977 | Mullinahill, | f. V.T. |
| King's, | 36 | Drumcullen, | 2414 | Thomastown, | f. V.T. |
| Do., | 41 | Kilbride, | 829 | Tullamore, | m. V.T. |
| Longford, | 28 | Columbkil, | 2372 | Clonsen, | f. V.T. |
| Louth, | 25 | Drumshannon, | 1305 | Kellystown, | m. A. |
| Do., | - | Rathdrummin, | 1593 | Walshstown, | m. V.T. |
| Do., | - | Termonfeckin, | 2904 | Cartown, | f. V.T. |

I.—LIST of ONE HUNDRED AND FIFTY-ONE VESTED SCHOOLS on the Suspended List at the end of year 1891—*continued*.

| County. | District. | Parish. | Roll No. | School. | How vested. |
|------------|-----------|--------------------|----------|-----------------|-------------|
| Menth. | 25 | Kilsharvin. | 1176 | Mount Hanover. | f. v.t. |
| Do. | 29 | Boardsmill. | 1927 | Batterstown. | f. v.t. |
| Do. | — | Cashinstown. | 3147 | Cashinstown. | f. v.t. |
| Do. | — | Kildalkey. | 3812 | Carniste. | f. v.t. |
| Do. | — | Clonmadduff. | 4009 | Tallaghanstown. | v.t. |
| Do. | 28 | Trim. | 4268 | Phillinstown. | v.t. |
| Do. | 30 | Clonalvey. | 2086 | Clonalvey. | m. v.t. |
| Queen's. | 44 | Tullymeay. | 1633 | Laggacurren. | m. v.c. |
| Westmeath. | 33 | Ballyloughloe. | 930 | Mount Temple. | m. v.t. |
| Do. | — | Do. | 1208 | Do. | f. v.t. |
| Do. | — | Ballymorin. | 1313 | Newbristly. | m. v.t. |
| Do. | 29 | Castletown Delvin. | 2263 | Crowenstown. | m. v.t. |
| Wexford. | 49 | Hook. | 11995 | Lefts Hall. | f. v.t. |
| Do. | 50 | Ballyhoge. | 1491 | Galbally. | f. v.t. |
| Do. | — | Clonlea. | 2101 | Donard. | f. v.t. |
| Do. | — | Rosdroit. | 5037 | Coartmacuddy. | m. v.c. |
| Do. | — | Carrick. | 10730 | Barnstown. | f. v.t. |
| Do. | — | Marshallstown. | 12740 | Marshallstown. | m. v.t. |
| Wicklow. | 40 | Rathdrum. | 5850 | Rathdrum. | f. v.c. |
| Galway. | 26 | Ballinakill. | 1319 | Tully. | v.t. |
| Do. | 35 | Abbey. | 990 | Brierfield. | f. v.t. |
| Do. | 34A | Oranmore. | 4507 | Oranmore. | f. v.c. |
| Do. | 34 | Kilcummin. | 4787 | Oughtersd. | f. v.c. |
| Do. | — | Moynas. | 3666 | Marvey. | f. v.c. |
| Do. | — | Oranmore. | 8799 | Menlough. | m. v.t. |
| Do. | 35 | Lickerig. | 1009 | Lickerig. | f. v.t. |
| Do. | — | Loughrea. | 1011 | Loughrea. | f. v.t. |
| Do. | 42 | Kilbaccanty. | 1325 | Killafcon. | m. v.t. |
| Do. | — | Do. | 1820 | Do. | f. v.t. |
| Do. | — | Kilmeedagh. | 4791 | Goet. | f. v.c. |
| Mayo. | 20 | Crossmolina. | 4010 | Richmond. | v.t. |
| Do. | 21 | Kilcomduff. | 2031 | Swinford. | i. v.t. |
| Do. | 26 | Killedan. | 1613 | Newtownrowas. | v.t. |
| Do. | — | Aughaval. | 2823 | Merrisk. | m. A. |
| Do. | — | Barrishoole. | 4631 | Newport Pratt. | f. A. |
| Roscommon. | 35 | St. Peter's. | 4156 | Deerpark. | f. v.t. |
| Do. | — | Cara. | 1683 | Carrick. | v.t. |
| Sligo. | 20 | Kilmacteligue. | 4489 | Castlerock. | v.t. |

1a.—LIST of TEN VESTED MODEL SCHOOL DEPARTMENTS,* amalgamated with other DEPARTMENTS of same SCHOOL.

| County. | District. | Roll No. | School. | Parish. | How vested. |
|------------|-----------|----------|--------------------|------------------------------|-------------|
| Cavan. | 24 | 8514 | Ballieboro' Model. | i. Ballieborough. | v.c. |
| Tipperary. | 53 | 5635 | Clonmel. | i. Clonmel. | v.c. |
| Waterford. | 49 | 6976 | Waterford. | i. St. John's. | v.c. |
| Kildare. | 44 | 6615 | Athy. | i. St. Michael's. | v.c. |
| Kilkenny. | 47 | 6983 | Kilkenny. | i. St. Patrick's. | v.c. |
| King's. | 36 | 7951 | Parsonstown. | i. Ritz. | v.c. |
| Meath. | 29 | 5631 | Trim. | f. Trim. | v.c. |
| Do. | — | 5632 | Do. | f. Do. | v.c. |
| Wexford. | 50 | 7786 | Euniscorthy. | i. St. Mary's (Euniscorthy). | v.c. |
| Galway. | 34A | 6214 | Galway. | i. Rahoon. | v.c. |

* The Roll number of the Infant Department of Dunsanyway Model School was cancelled.

II.—LIST of TWO HUNDRED and TEN VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1891.

| County. | District. | Parish. | Roll No. | School. | Number of Pupils to be accommodated. | | | How vested. |
|--------------------|-----------|--------------------------|----------|--------------------------------------|--------------------------------------|----------|--------|----------------|
| | | | | | Males. | Females. | Total. | |
| ULSTER. | | | | | | | | |
| Antrim, . . . | 4 | Connor, . . . | 13785 | Tullynamullen, . . . | 60 | 60 | 120 | V.E. |
| " . . . | 8 | Shankill, . . . | 14018 | York-street, . . . m. | 150 | — | 150 | V.E. |
| " . . . | — | Do. . . . | 14019 | Do. . . . f. | — | 150 | 150 | V.E. |
| " . . . | 9 | Do. . . . | 13749 | Sandy Row, . . . | Special plan for | 400 | 400 | { V.C. V.C. |
| " . . . | — | Do. . . . | 13750 | Do. . . . inf. | | | | |
| Armagh, . . . | 11 | Seagoe, . . . | 13786 | Aghacrossan, . . . | 100 | 100 | 200 | V.E. |
| " . . . | — | Shankill, . . . | 13972 | Silverwood, . . . | 40 | 40 | 80 | V.E. |
| " . . . | — | Drumree, . . . | 14060 | Derryearne, . . . | 50 | 50 | 100 | V.C. |
| " . . . | 25 | Creggan, . . . | 12973 | Cregganuff, . . . | 60 | 40 | 100 | V.E. |
| Cavan, . . . | 13 | Killinagh, . . . | 13855 | Tullinamoll, . . . | 30 | 30 | 60 | V.E. |
| " . . . | 23 | Annagh, . . . | 13523 | Belturbet Convent, . . . | Special plan for | 150 | 150 | { V.E. V.E. |
| " . . . | — | Castletown, . . . | 14073 | Castletown, . . . | | | | |
| " . . . | 24 | Shreeve, . . . | 13812 | Nelagh, . . . | 60 | 40 | 100 | V.E. |
| " . . . | — | Killinkera, . . . | 13838 | Lurganmore, . . . | 50 | 50 | 100 | V.E. |
| " . . . | 31 | Templeport, . . . | 13896 | Pettarlar, . . . | 50 | 50 | 100 | V.E. |
| Donegal, . . . | 1 | Tullybrann, . . . | 13133 | Illy, . . . | 60 | 60 | 120 | V.E. |
| " . . . | — | Inishkeel, . . . | 13994 | Kingarrow, . . . | 40 | 40 | 80 | V.E. |
| " . . . | — | Do. . . . | 14001 | Begh, . . . | 50 | 50 | 100 | V.E. |
| " . . . | 2 | Cloncha, . . . | 13949 | Malin, . . . | 50 | 50 | 100 | V.C. |
| " . . . | 5 | Glencolumbkille, . . . | 13946 | Carriak, . . . | 60 | 60 | 120 | V.E. |
| " . . . | — | Do. . . . | 14119 | Malinbeg, . . . | 40 | 40 | 80 | V.E. |
| " . . . | 6 | Donoughmore, . . . | 14035 | Liamulladuff, . . . | 50 | 50 | 100 | V.C. |
| Down, . . . | 10 | Donaghadee, . . . | 14063 | Grangee, . . . | 60 | 60 | 120 | V.E. |
| " . . . | — | Holywood, . . . | 14133 | St. Joseph's, . . . m. | 100 | — | 100 | V.E. |
| " . . . | — | Do. . . . | 14134 | Do. . . . f. | — | 100 | 100 | V.E. |
| " . . . | 19 | Killkeel, . . . | 13956 | Forks, . . . | 40 | 40 | 80 | V.C. |
| " . . . | — | Do. . . . | 13971 | Victoria, . . . | 60 | 50 | 100 | V.C. |
| Fermanagh, . . . | 13 | Galloo, . . . | 13669 | Drumlane, . . . | 40 | 35 | 75 | V.E. |
| Londonderry, . . . | 3 | Boreagh, . . . | 13924 | Gortnaghey, . . . | 30 | 30 | 60 | V.E. |
| Monaghan, . . . | 18 | Tedavnet, . . . | 13911 | Tedavnet, . . . | 60 | 60 | 120 | V.E. |
| " . . . | 24 | Aghnamullen, . . . | 14061 | Clonacallion, . . . | 40 | 40 | 80 | V.E. |
| " . . . | — | Magheracloone, . . . | 14071 | Drumgossit, . . . m. | 75 | — | 75 | V.E. |
| " . . . | — | Do. . . . | 14072 | Do. . . . f. | — | 75 | 75 | V.E. |
| Tyrone, . . . | 14 | Clogher, . . . | 13994 | Carnall, . . . | 40 | 40 | 80 | V.C. |
| " . . . | 15 | Pomeroy, . . . | 13474 | Galbally, . . . m. | Special plan for | 150 | 150 | { V.E. V.E. |
| " . . . | — | Do. . . . | 13475 | Do. . . . f. | | | | |
| " . . . | — | Derryloran, . . . | 13814 | Cockstown Convent, . . . | — | 350 | 350 | V.E. |
| " . . . | — | Pomeroy, . . . | 14033 | Crossavannah, St. Joseph's, . . . m. | 75 | — | 75 | V.E. |
| " . . . | — | Do. . . . | 14034 | Do. . . . f. | — | 75 | 75 | V.E. |
| " . . . | — | Kildress, . . . | 14118 | Gortnaghey, . . . | 40 | 40 | 80 | V.E. |
| MUNSTER. | | | | | | | | |
| Clare, . . . | 42 | Oughtinam, . . . | 14009 | Geetyclare, . . . | 40 | 40 | 80 | V.E. |
| " . . . | 45 | Killimer, . . . | 13738 | Burnane, . . . m. | 100 | — | 100 | V.E. |
| " . . . | — | Do. . . . | 13739 | Do. . . . f. | — | 100 | 100 | V.E. |
| " . . . | — | Kilmihil, . . . | 13826 | Lackan, . . . m. | 150 | — | 150 | V.E. |
| " . . . | — | Do. . . . | 13827 | Do. . . . f. | — | 150 | 150 | V.E. |
| " . . . | — | Kilmurry Ibricken, . . . | 13990 | Mullagh, . . . f. | — | 75 | 75 | V.E. |

II.—List of Two HUNDRED and TEN VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1891—continued.

| County. | District. | Parish. | Roll No. | School. | Number of Pupils to be accommodated | | | How vested. |
|-----------------|-----------|----------------------------|----------|----------------------------------|-------------------------------------|----------|--------|-------------|
| | | | | | Males. | Females. | Total. | |
| MUNSTER—CON. | | | | | | | | |
| Clara, . . . | 43 | Dysart, . . . | 14089 | Dysart, . . . | 50 | 50 | 100 | V.E. |
| " . . . | " | Kilballyowen, . . . | 14111 | Cross, . . . m. | 100 | — | 100 | V.E. |
| " . . . | " | Do. | 14112 | Do. f. | — | 100 | 100 | V.E. |
| " . . . | 51 | Kilmurry, . . . | 13942 | Kilmurry, . . . m. | 60 | — | 60 | V.E. |
| " . . . | " | Do. | 13943 | Do. f. | — | 60 | 60 | V.E. |
| Cork, . . . | 39 | Clonfert, . . . | 14002 | Knocksharlag, . . m. | 100 | — | 100 | V.C. |
| " . . . | " | Do. | 14003 | Do. f. | — | 100 | 100 | V.C. |
| " . . . | 48 | Ighermurragh, . . . | 14126 | Ladybridge, . . m. | 150 | — | 150 | V.E. |
| " . . . | " | Do. | 14127 | Do. f. | — | 150 | 150 | V.E. |
| " . . . | 55 | Noheval Doly, . . . | 14014 | Kingwilliamstown, . m. | 175 | — | 175 | V.E. |
| " . . . | " | Do. | 14015 | Do. f. | — | 175 | 175 | V.E. |
| " . . . | " | Magorney, . . . | 14022 | Glentead, . . . m. | 150 | — | 150 | V.E. |
| " . . . | " | Do. | 14023 | Do. f. | — | 150 | 150 | V.E. |
| " . . . | " | Clonfert, . . . | 14032 | Kanturk, . . . m. (1) | 150 | — | 150 | V.E. |
| " . . . | " | Do. | 14033 | Do. m. (2) | 150 | — | 150 | V.E. |
| " . . . | 56 | Castletownroche, . . . | 14107 | Castletownroche, . m. | 150 | — | 150 | V.E. |
| " . . . | " | Do. | 14108 | Do. f. | — | 150 | 150 | V.E. |
| " . . . | " | Dunkillogh, . . . | 14042 | Carrigavan, . . . f. | — | 130 | 130 | V.E. |
| " . . . | 58 | Kilmasnagh, . . . | 13138 | Dursey Island, . . . | 40 | 35 | 75 | V.C. |
| " . . . | " | Kilmasnagh, . . . | 13987 | Chain, . . . m. | 75 | — | 75 | V.C. |
| " . . . | " | Do. | 13988 | Do. f. | — | 75 | 75 | V.C. |
| " . . . | 59 | Tallagh, . . . | 14065 | Shackin, . . . m. | 60 | — | 60 | V.C. |
| " . . . | 60 | St. Anne's, Shandon, . . . | 13712 | Blackpool, . . . m. } | Special plan for | 500 | { | V.E. |
| " . . . | " | Do. | 13713 | Do. f. } | | | | V.E. |
| " . . . | " | Rathconey, . . . | 13747 | Riverstown, . . m. | 100 | — | 100 | V.E. |
| " . . . | " | Do. | 13748 | Do. f. | — | 100 | 100 | V.E. |
| " . . . | " | Templebendy, . . . | 13910 | Crosshaven Convent, . . . | — | 350 | 350 | V.E. |
| " . . . | " | Rathcharin, . . . | 14116 | Kilbinstin, . . . m. | 100 | — | 100 | V.C. |
| " . . . | 60a | Carrigaline, . . . | 13889 | Shanbally, . . . m. | 60 | — | 60 | V.E. |
| " . . . | " | Do. | 13890 | Do. f. | — | 60 | 60 | V.E. |
| " . . . | " | St. Nicholas, . . . | 14080 | St. Joseph's, . . . | 400 | 400 | 800 | V.E. |
| " . . . | " | St. Anne's, Shandon, . . . | 14024 | St. Mary's, Kaseen's Hill, . . . | 100 | 100 | 200 | V.E. |
| Kerry, . . . | 39 | Castleisland, . . . | 13938 | Main, . . . m. | 100 | — | 100 | V.E. |
| " . . . | " | Do. | 13939 | Do. f. | — | 100 | 100 | V.E. |
| " . . . | " | Do. | 14078 | Toureenard, . . . | 60 | 60 | 120 | V.C. |
| " . . . | 54 | Do. | 14121 | Castleisland Convent, . . . | 100 | 100 | 200 | V.E. |
| " . . . | " | Knockane, . . . | 11344 | Brida, . . . f. | — | 60 | 60 | V.E. |
| " . . . | " | Dremod, . . . | 12121 | Derriana, . . . | 60 | 40 | 100 | V.E. |
| " . . . | " | Do. | 13796 | Kilmaekerrin, . . . f. | — | 80 | 80 | V.E. |
| " . . . | " | Killeshane, . . . | 14025 | Rockfield, . . . m. | 100 | — | 100 | V.C. |
| " . . . | " | Do. | 14026 | Do. f. | — | 100 | 100 | V.C. |
| " . . . | " | Kilkerane, . . . | 13973 | Glenmore, . . . | 40 | 40 | 80 | V.C. |
| " . . . | " | Prior, . . . | 14085 | Enaghdrinagh, . . . | 40 | 40 | 80 | V.C. |
| " . . . | " | Killarney, . . . | 14154 | Fairhill, . . . m. | 300 | — | 300 | V.C. |
| " . . . | 58 | Tusist, . . . | 13955 | Garrane, . . . | 40 | 40 | 80 | V.C. |
| Limerick, . . . | 46 | Galbally, . . . | 13459 | Lewtown, . . . m. | 200 | — | 200 | V.E. |
| " . . . | " | Do. | 13460 | Do. f. | — | 200 | 200 | V.E. |
| " . . . | " | Deen, . . . | 13812 | Gurtavilla, . . . | 60 | 60 | 120 | V.E. |
| " . . . | 51 | Fedamore, . . . | 14067 | Fedamore, . . . m. | 100 | — | 100 | V.E. |
| " . . . | " | Do. | 14068 | Do. f. | — | 100 | 100 | V.E. |
| " . . . | 52 | Limerick, . . . | 14075 | Ardagh, . . . m. | 125 | — | 125 | V.E. |
| " . . . | " | Do. | 14076 | Do. f. | — | 125 | 125 | V.E. |
| " . . . | " | Cecombhide, . . . | 14077 | Castletown Convent, . . . | 75 | 75 | 150 | V.E. |
| " . . . | " | Robertstown, . . . | 14101 | Barrigona, . . . m. | 60 | — | 60 | V.E. |
| " . . . | " | Do. | 14102 | Do. f. | — | 60 | 60 | V.E. |

II.—List of TWO HUNDRED and TEN VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1891—*continued*.

| County. | District. | Parish. | Roll No. | School. | Number of Pupils to be accommodated. | | | How vested |
|------------------|-----------|----------------------|----------|--|--------------------------------------|----------|--------|------------|
| | | | | | Males. | Females. | Total. | |
| MUNSTER—cont. | | | | | | | | |
| Tipperary, . . . | 46 | Teem, . . . | 13847 | Hollyford, . . m. | 100 | — | 100 | V.T. |
| " . . . | — | Do. . . | 13848 | Do. . . f. | — | 100 | 100 | V.T. |
| " . . . | — | Rathlyman, . . | 14008 | Carraghpess, . . | 50 | 50 | 100 | V.T. |
| " . . . | 47 | Ballingarry, . . | 13210 | Ballingarry, . . | 60 | 40 | 100 | V.T. |
| " . . . | 51 | Killemanty, . . | 13991 | Birchill, . . m. | 75 | — | 75 | V.T. |
| " . . . | — | Do. . . | 13992 | Do. . . f. | — | 75 | 75 | V.T. |
| " . . . | — | Killemasteen, . . | 13817 | Templanoes, . . | 40 | 40 | 80 | V.T. |
| " . . . | 53 | Coleman, . . | 14001 | Coleman, . . | 30 | 30 | 60 | V.T. |
| Waterford, . . . | 49 | Dungarvan, . . | 14099 | Abbeyside, . . m. | 75 | — | 75 | V.T. |
| " . . . | — | Do. . . | 14100 | Do. . . f. | — | 75 | 75 | V.T. |
| LEINSTER. | | | | | | | | |
| Carlow, . . . | 44 | Ballon, . . | 14125 | Ballon, . . m. | 120 | — | 120 | V.T. |
| " . . . | 47 | Clonjeagoose, . . | 14029 | Ballymartin, . . | 40 | 40 | 80 | V.C. |
| Dublin, . . . | 30 | Grangeegorman, . . | 13934 | St. Peter's, . . m. | 200 | — | 200 | V.T. |
| " . . . | — | Do. . . | 13935 | Do. . . f. | — | 200 | 200 | V.T. |
| " . . . | — | Do. . . | 13936 | Do. . . inf. | 100 | 100 | 200 | V.T. |
| " . . . | — | Finglas, . . | 14034 | Finglas, . . m. | 100 | — | 100 | V.T. |
| " . . . | — | Howth, . . | 14123 | Howth, . . m. | 125 | — | 125 | V.T. |
| " . . . | — | Do. . . | 14124 | Do. . . f. | — | 125 | 125 | V.T. |
| " . . . | 57 | Lucan, . . | 13447 | Lucan Convent, . . | Special plan for | | 400 | V.T. |
| " . . . | — | St. Catherine's, . . | 14027 | Donore, . . | 60 | 60 | 120 | V.C. |
| " . . . | — | Palmestown, . . | 14080 | Palmestown, . . | 40 | 40 | 80 | V.T. |
| Kildare, . . . | 44 | St. Michael's, . . | 13373 | St. Michael's Convent, . . | Special plan for | | 500 | V.T. |
| Kilkenny, . . . | 47 | St. Mary's, . . | 13885 | Kilkenny Convt., . . | inf. | 100 | 200 | V.T. |
| " . . . | 49 | Kilmakeregue, . . | 13913 | Robinstown, . . f. | — | 100 | 100 | V.T. |
| King's, . . . | 36 | Raynagh, . . | 13928 | Banagher, . . m. | 200 | — | 200 | V.T. |
| Loughford, . . . | 28 | Cazbel, . . | 13948 | Tipper, . . | 60 | 60 | 120 | V.T. |
| " . . . | — | Granard, . . | 13946 | Granard Convent, . . | — | 250 | 250 | V.T. |
| " . . . | — | Killoe, . . | 13969 | Mayne, . . m. | 75 | — | 75 | V.T. |
| " . . . | — | Do. . . | 13960 | Do. . . f. | — | 75 | 75 | V.T. |
| Louth, . . . | 25 | Dundalk, . . | 14069 | Jocelyn-st., Dundalk, . . | 75 | — | 75 | V.C. |
| " . . . | — | Do. . . | 14070 | Do. . . f. | — | 75 | 75 | V.C. |
| Meath, . . . | 53 | Killeagh, . . | 13965 | Ballinacree, . . m. | — | 100 | 100 | V.T. |
| " . . . | — | Do. . . | 13966 | Do. . . f. | 100 | — | 100 | V.T. |
| Queen's, . . . | 41 | Abbeyleix, . . | 13613 | Abbeyleix Convent, . . | Special plan for | | 300 | V.T. |
| " . . . | — | Aghasee, . . | 13953 | St. Canice's (Borris-in-Ousey), . . m. | 100 | — | 100 | V.T. |
| " . . . | — | Borris, . . | 14158 | Maryborough, . . | 50 | 50 | 100 | V.C. |
| " . . . | 44 | Stradbally, . . | 13937 | Stradbally Convent, . . | — | 250 | 250 | V.T. |

II.—List of TWO HUNDRED and TEN VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1891—*continued.*

| County. | District. | Parish. | Roll No. | School. | Number of Pupils to be accommodated. | | | How vested. |
|----------------|-----------|--------------------|----------|-------------------------------|--------------------------------------|----------|--------|-------------|
| | | | | | Males. | Females. | Total. | |
| LEINSTER—con. | | | | | | | | |
| Wexford, . . . | 50 | Adenestown, . . | 14117 | Rahoon, . . . | 50 | 50 | 100 | V.T. |
| Wicklow, . . . | 40 | Arklow, . . . | 13832 | Arklow Convent, . . | — | 500 | 500 | V.T. |
| " . . . | — | Kilbride, . . . | 14028 | Ferrybank, . . . | 50 | 50 | 100 | V.T. |
| CONNAUGHT. | | | | | | | | |
| Galway, . . . | 26 | Innisboffin, . . . | 13927 | Innisboffin, . . m. | 100 | — | 100 | V.T. |
| " . . . | — | Do. | 13928 | Do. f. | — | 100 | 100 | V.T. |
| " . . . | 32 | Boynanagh, . . . | 12711 | Cashel, . . . m. | 75 | — | 75 | V.T. |
| " . . . | — | Do. | 12712 | Do. f. | — | 75 | 75 | V.T. |
| " . . . | — | Moyrus, . . . | 13632 | Moyrus, . . . | 60 | 60 | 120 | V.T. |
| " . . . | 34 | Omey, . . . | 13840 | Sreemastown, . . . | 30 | 30 | 60 | V.T. |
| " . . . | — | Kilcummin, . . . | 13951 | Lettormacoe, . . . | 50 | 50 | 100 | V.T. |
| " . . . | — | Killanna, . . . | 13852 | Lettormallow, . . . | 50 | 50 | 100 | V.T. |
| " . . . | — | Killurna, . . . | 14047 | Headford, . . . m. | 100 | — | 100 | V.T. |
| " . . . | — | Do. | 14048 | Do. f. | — | 100 | 100 | V.T. |
| " . . . | 34A | Lackagh, . . . | 14031 | Carnaun, . . . | 30 | 30 | 60 | V.T. |
| " . . . | 35 | Lickmalissy, . . . | 14159 | St. Joseph's Convent, . . | — | 200 | 200 | V.T. |
| " . . . | 42 | Kiltartan, . . . | 13929 | Kiltartan, . . . | 50 | 50 | 100 | V.T. |
| " . . . | — | Killeenadema, . . | 14030 | Seannagh, . . . | 30 | 30 | 60 | V.T. |
| LEINSTER. | | | | | | | | |
| Louth, . . . | 12 | Rossinver, . . . | 13908 | Ballaghameehan, m. | 100 | — | 100 | V.T. |
| " . . . | — | Do. | 13909 | Do. f. | — | 100 | 100 | V.T. |
| " . . . | — | Kilcummin, . . . | 13959 | Tullynasreena, . . . | 50 | 50 | 100 | V.T. |
| " . . . | — | Do. | 13964 | Killavoggy, . . . f. | — | 100 | 100 | V.T. |
| " . . . | — | Innishmagrath, . . | 13977 | Tarmon, . . . m. | 75 | — | 75 | V.T. |
| " . . . | — | Do. | 13978 | Do. f. | — | 75 | 75 | V.T. |
| " . . . | 13 | Cloone, . . . | 14054 | Casselman, . . . | 60 | 60 | 120 | V.T. |
| " . . . | 23 | Cloone, . . . | 13833 | Drimmen, . . . m. | 75 | — | 75 | V.T. |
| " . . . | — | Do. | 13834 | Do. f. | — | 75 | 75 | V.T. |
| " . . . | 31 | Dramceilly, . . . | 13874 | Urbal, . . . m. | 100 | — | 100 | V.T. |
| " . . . | — | Do. | 13875 | Do. f. | — | 100 | 100 | V.T. |
| " . . . | — | Carrigallen, . . . | 13885 | Gortmore, . . . | 60 | 60 | 120 | V.T. |
| MAYO. | | | | | | | | |
| Mayo, . . . | 20 | Kilcummin, . . . | 13908 | Banagher, . . . | 60 | 60 | 120 | V.T. |
| " . . . | — | Kilcummin, . . . | 13909 | Attymechugh, . . m. | 60 | — | 60 | V.T. |
| " . . . | — | Do. | 13910 | Do. f. | — | 60 | 60 | V.T. |
| " . . . | — | Kilcummin, . . . | 13902 | Glenamoy, . . . | 60 | 60 | 120 | V.T. |
| " . . . | — | Kilfina, . . . | 13912 | Annaghmore, . . . | 60 | 60 | 120 | V.T. |
| " . . . | — | Crossmolina, . . . | 13945 | Eskenagh, . . . | 60 | 60 | 120 | V.T. |
| " . . . | — | Kilcummin, . . . | 13957 | Doolough, . . . | 30 | 30 | 60 | V.T. |
| " . . . | — | Adiergoale, . . . | 13982 | Maasbrook, . . . | 60 | 60 | 120 | V.T. |
| " . . . | 26 | Rosslee, . . . | 13888 | Rosslee, . . . m. | 100 | — | 100 | V.T. |
| " . . . | — | Do. | 13889 | Do. f. | — | 100 | 100 | V.T. |
| " . . . | — | Barrishoele, . . . | 13993 | Kilmora, . . . f. | — | 75 | 75 | V.T. |
| " . . . | — | Islandeady, . . . | 13557 | Letter, St. Joseph's, m. | 60 | — | 60 | V.T. |
| " . . . | — | Do. | 13558 | Do. f. | — | 60 | 60 | V.T. |
| " . . . | — | Mayo, . . . | 13773 | Faothfield, . . . m. | 150 | — | 150 | V.T. |
| " . . . | — | Do. | 13774 | Do. f. | — | 150 | 150 | V.T. |
| " . . . | — | Angavel, . . . | 13797 | St. Patrick's, Lecanvey, . . | 60 | 60 | 120 | V.T. |
| " . . . | — | Barrishoele, . . . | 13965 | Rosagalline, . . . | 60 | 60 | 120 | V.T. |
| " . . . | — | Angavel, . . . | 13854 | St. Bridget's, Derrymore, . . | 30 | 30 | 60 | V.T. |

II.—List of TWO HUNDRED and TEN VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1891—continued.

| County. | District. | Parish. | Roll No. | School. | Number of Pupils to be accommodated. | | | How vested. |
|----------------|-----------|------------------|----------|---------------------|--------------------------------------|----------|--------|-------------|
| | | | | | Males. | Females. | Total. | |
| CONNAUGHT—con. | | | | | | | | |
| Mayo, . . . | 26 | Islandeady, . . | 13947 | St. Columba, . . | 60 | 60 | 120 | V.T. |
| " . . . | - | Ballintubber, . | 14064 | Killavalla, . . m. | 100 | - | 100 | V.T. |
| " . . . | - | Ballyovey, . . | 14074 | Glenmark, . . | 40 | 40 | 80 | V.C. |
| " . . . | - | Kilgeever, . . | 14079 | Cregganbane, . . | 50 | 50 | 100 | V.T. |
| " . . . | 32 | Kilkeeman, . . | 14063 | Birchfield, . . | 75 | 75 | 150 | V.T. |
| " . . . | - | Do. . . | 14115 | Kelmore, . . | 60 | 60 | 120 | V.T. |
| Roscommon. | | | | | | | | |
| Roscommon, . . | 22 | Kilkeronan, . . | 13978 | Ballyfarnon, . . m. | 100 | - | 100 | V.T. |
| " . . . | - | Do. . . | 13979 | Do. . . f. | - | 100 | 100 | V.T. |
| " . . . | 27 | Tiaman, . . | 14056 | Mount Talbot, . . | 60 | 60 | 120 | V.T. |
| " . . . | 28 | Kilglass, . . | 13836 | Carrigeon, . . | 60 | 60 | 120 | V.T. |
| " . . . | - | Termoharry, . . | 14049 | Whitehall, . . m. | 75 | - | 75 | V.T. |
| " . . . | - | Do. . . | 14050 | Do. . . f. | - | 75 | 75 | V.T. |
| " . . . | 35 | Creegh, . . | 13919 | Creegh, . . m. | 75 | - | 75 | V.T. |
| " . . . | - | Do. . . | 13920 | Do. . . f. | - | 75 | 75 | V.T. |
| Sligo. | | | | | | | | |
| Sligo, . . . | 5 | Ahanlish, . . | 13921 | Castlegel, . . f. | - | 150 | 150 | V.T. |
| " . . . | 13 | Dromard, . . | 13935 | Dromard, . . | 60 | 60 | 120 | V.T. |
| " . . . | - | Skreen, . . | 14041 | Dromard, . . | 75 | 75 | 150 | V.T. |
| " . . . | - | Ahanlish, . . | 14109 | Broughwy, . . m. | 100 | - | 100 | V.T. |
| " . . . | - | Do. . . | 14110 | Do. . . f. | - | 100 | 100 | V.T. |
| " . . . | 20 | Easky, . . | 13967 | Easky, . . m. | 75 | - | 75 | V.T. |
| " . . . | - | Do. . . | 13968 | Do. . . f. | - | 75 | 75 | V.T. |
| " . . . | - | Castlesomer, . . | 14081 | Stokane, . . | 60 | 60 | 120 | V.T. |
| " . . . | 22 | Toormore, . . | 13983 | Kesh, . . | 50 | 50 | 100 | V.T. |
| " . . . | - | Kilnacallan, . . | 14113 | Glen, . . m. | 75 | - | 75 | V.T. |
| " . . . | - | Do. . . | 14114 | Do. . . f. | - | 75 | 75 | V.T. |

III.—LIST of NINETY BUILDING CASES brought into operation during the year 1891.

| County. | District. | Roll No. | School. | Parish. | How voted. | Manager. | Building Committee. |
|--------------|-----------|----------|-----------------------------|-----------------------|------------|---|---------------------|
| Armagh, | 19 | 13369 | Altanaveigh, | Killeavy, | v.t. | Rev. Thos. Hardy, P.P., Newry. | R.C. |
| Cavan, | 23 | 13132 | Clonee, | Drumluman, | v.t. | Rev. P. D. Murray, P.P., | R.C. |
| " | 31 | 13672 | Altachulla, | Clonlea, | v.t. | Rev. P. O'Connell, P.P., | R.C. |
| " | 24 | 13832 | Tullyvin, | Kill, | v.t. | Rev. P. Smith, P.P., | R.C. |
| Donegal, | 1 | 13751 | Kilteorish, | Inniskeel, | v.t. | Rev. B. Kelly, P.P., | R.C. |
| Down, | 19 | 13360 | Star of the Sea, m. | Mourne, | v.t. | V. Rev. R. Marner, D.D., P.P., Kilkeel. | R.C. |
| " | - | 13361 | Do. f. | Do. | v.t. | Do. | R.C. |
| " | 17 | 13363 | St. Joseph's (Tullyrec). | Kilcoo, | v.t. | Rev. P. Magee, P.P., | R.C. |
| Londonderry, | 7 | 14007 | St. Mary's Convt., | Magherafelt, | v.t. | V. Rev. P. Canon Donnelly, P.P. | R.C. |
| " | 2 | 13363 | St. Eugene's, Rosemount, m. | Templemore, | v.t. | Rev. J. Hassan, Adm., | R.C. |
| " | - | 13364 | Do. f. | Do. | v.t. | Do. | R.C. |
| Tyrone, | 15 | 13337 | May, | Clonfeacle, | v.t. | Rev. H. M'Oscar, P.P., | R.C. |
| Clare, | 42 | 13209 | Drumhacraff, | Inchicoreen, | v.t. | Rev. J. Howard, P.P., | R.C. |
| " | - | 13378 | Ballycotton, | Kilmacreehy, | v.t. | Rev. J. Conroy, P.P., | R.C. |
| " | 51 | 13370 | Killeshann, m. | Clonlea, | v.t. | Rev. D. Cleary, P.P., | R.C. |
| " | - | 13371 | Do. f. | Do. | v.t. | Do. | R.C. |
| " | 45 | 13394 | Craney, m. | Kiliddane, | v.t. | Rev. H. J. Gleeson, P.P., | R.C. |
| " | - | 13393 | Do. f. | Do. | v.t. | Do. | R.C. |
| " | - | 13376 | Moreen, m. | Maynata, | v.t. | Rev. P. Brennan, P.P., | R.C. |
| " | - | 13377 | Do. f. | Do. | v.t. | Do. | R.C. |
| Cork, | 59 | 13728 | Castletownsend, m. | Castlehaven, | v.c. | Rev. J. Lyons, Adm., | R.C. |
| " | - | 13729 | Do. f. | Do. | v.c. | Do. | R.C. |
| " | 60 | 13304 | St. Patrick's, inf. | St. Anne's, Shandon, | v.t. | Rt. Rev. Mgr. Riordan, P.P., v.c. | R.C. |
| " | 60a | 13300 | Togher, m. | St. Finbar's, | v.t. | Rev. J. Fleming, P.P., | R.C. |
| " | - | 13301 | Do. f. | Do. | v.t. | Do. | R.C. |
| " | 50 | 13396 | Chapelgariffe, | Killacomeragh, | v.c. | V. Rev. T. Canon Carmody, P.P. | R.C. |
| " | 60 | 14105 | Clarence St. Convt. | St. Anna's, Shandon, | v.t. | Mrs. Margaret Holland, | R.C. |
| " | 59 | 14059 | Behagh, | Farrlobbar, | v.t. | Rev. W. J. Lane, P.P. | R.C. |
| Kerry, | 55 | 13742 | Rathmore Convt., | Killammin, East, | v.t. | Mrs. M. Barclay, | R.C. |
| " | 57 | 13542 | Cahiriveen Convt. | Cahir, | v.t. | Mrs. Honoria O'Connor, | R.C. |
| Limerick, | 46 | 13790 | Bulgaden, m. | Bulgaden, | v.t. | Rev. Jas. M'Coy, P.P., | R.C. |
| " | - | 13791 | Do. f. | Do. | v.t. | Do. | R.C. |
| " | - | 12695 | Barna, m. | Galhally, | v.t. | V. Rev. P. Ryan, P.P., | R.C. |
| " | - | 12696 | Do. f. | Do. | v.t. | Do. | R.C. |
| " | - | 13396 | Hospital Convent, | Hospital, | v.t. | V. Rev. Canon A. F. Scully, P.P. | R.C. |
| Tipperary, | 36 | 13925 | Behamore, | Modrensey, | v.t. | Rev. John Scanlan, P.P., | R.C. |
| Waterford, | 49 | 13920 | Stradhally Convt., | Stradhally, | v.t. | Rev. J. O'Connor, P.P., | R.C. |
| Dublin, | 30 | 13315 | Howth Road, m. | Killester, | v.t. | Rev. J. L. Morrow, | Pres. |
| " | - | 13316 | Do. f. | Do. | v.t. | Do. | Pres. |
| " | - | 13776 | St. Joseph's, sen. | St. Mary's, | v.t. | V. Rev. F. Ryan, | R.C. |
| " | - | 13777 | Do. inf. | Do. | v.t. | Do. | R.C. |
| " | - | 13370 | Blanchardstown, | Castlenock, | v.t. | Rev. M. Donovan, P.P., | R.C. |
| " | - | 13302 | St. Patrick's, f. | St. Michael's, | v.t. | V. Rev. W. Canon Brock, P.P. | R.C. |
| " | - | 13303 | Do. inf. | Do. | v.t. | Do. | R.C. |
| " | 40a | 13511 | Warrenmount Con. | St. Nicholas Without. | v.t. | Ven. Archd. Keogh, P.P., | R.C. |

III.—LIST of NINETY BUILDING CASES brought into operation during
the year 1891—continued.

| County. | Dis- trict. | Roll No. | School. | Parish. | How Vested | Manager. | Religious Institution |
|-----------|----------------|-------------|------------------------|-----------------|---------------|--------------------------------------|--------------------------|
| Kilkenny. | 49 | 13448 | Harristown, m. | Templeorum. | V.T. | Rev. J. Patcoll, P.P., | R.C. |
| " | " | 13449 | Do. f. | Do. | V.T. | Do. | R.C. |
| " | 47 | 13675 | Callan Convent, | Callan. | V.T. | Mrs. M. Maher, | R.C. |
| " | " | 13892 | Ballydaniel, m. | Oda. | V.T. | Rev. J. Shortall, P.P., | R.C. |
| " | " | 13893 | Do. f. | Do. | V.T. | Do. | R.C. |
| Longford. | 28 | 13963 | Granard, m. | Granard. | V.T. | V. Rev. N. O'Flanagan, P.P., V.G. | R.C. |
| Louth. | 25 | 13897 | Druminnott, | Ianiskeen. | V.T. | Rev. Jn. F. Maguire, P.P., | R.C. |
| Queen's. | 41 | 13741 | Rath, m. | Lea. | V.T. | Rev. Thos. J. Kelly, | R.C. |
| Wexford. | 50 | 13795 | Boakevogue, | Kilcormack. | V.T. | Rev. James Long, | R.C. |
| Galway. | 34A | 13856 | Bushy Park, | Rahoon. | V.T. | Rev. P. J. Lally, P.P., | R.C. |
| " | 34 | 13740 | Ballyconneely, | Ballindoon. | V.T. | V. Rev. P. Lyons, P.P., P.P. | R.C. |
| " | " | 13821 | Cleggan, | Omey. | V.T. | Do. | R.C. |
| " | " | 13914 | St. Joseph's, | Rahoon. | V.T. | Rev. P. J. Lally, P.P., | R.C. |
| Leitrim. | 28 | 13770 | Mohill Convent, | Mohill. | V.T. | Rev. F. Donohoe, P.P., | R.C. |
| " | 31 | 13849 | Keshcarrigan, m. | Kilbride. | V.T. | Rev. H. Brennan, P.P., | R.C. |
| " | " | 13850 | Do. f. | Do. | V.T. | Do. | R.C. |
| " | 13 | 13826 | Cornamon, | Cloacolare. | V.T. | V. Rev. Dr. Maguire, P.P., V.G. | R.C. |
| " | 31 | 14057 | Drumana, m. | Anraduff. | V.T. | Rev. Jas. Sheridan, P.P., | R.C. |
| " | " | 14058 | Do. f. | Do. | V.T. | Do. | R.C. |
| " | " | 13851 | Gortahoe, | Up. Drumreilly, | V.T. | Rev. Luke Smith, P.P., | R.C. |
| Mayo. | 26 | 13498 | Doagh, m. | Achill. | V.C. | Rev. P. O'Connor, P.P., | R.C. |
| " | " | 13410 | Do. f. | Do. | V.C. | Do. | R.C. |
| " | " | 13020 | Kilmote, | Burrisheola. | V.T. | V. Rev. P. Grealley, P.P., P.P. | R.C. |
| " | " | 13853 | Anghagower, | Anghagower. | V.T. | Rev. P. Flahley, P.P., | R.C. |
| " | " | 13787 | St. Peter's, | Aglish. | V.T. | Rev. P. Lyons, P.P., | R.C. |
| " | 21 | 13915 | Palmsfield, f. | Kilbough. | V.T. | Rev. P. Doreen, P.P., | R.C. |
| " | 20 | 13793 | Corragorin, | Kilbelfad. | V.T. | Rev. H. Conway, Adm., | R.C. |
| " | 26 | 13791 | St. John's (Bresliff), | Bresliffwy, | V.T. | Rev. P. Lyons, P.P., | R.C. |
| " | 20 | 13866 | Ratheskin, | Killean. | V.T. | Rev. M. J. Clarke, P.P., | R.C. |
| " | " | 13758 | Templemary, | Templemary. | V.C. | Rev. P. J. Nolan, P.P., | R.C. |
| Monaghan. | 27 | 13757 | Tarmon, | Kilkevin. | V.T. | V. Rev. P. Hanly, P.P., P.P. | R.C. |
| " | " | 13829 | Drumnullin, m. | Cloacraff. | V.T. | Rev. P. Mannion, Adm., | R.C. |
| " | " | 13830 | Do. f. | Do. | V.T. | Do. | R.C. |
| " | 23 | 13879 | Sisto, m. | Kilglass. | V.T. | Rev. John Maher, Adm., | R.C. |
| " | " | 13880 | Do. f. | Do. | V.T. | Do. | R.C. |
| " | 21 | 13860 | Carrasallagh, m. | Tilohine. | V.T. | Rev. J. McDermott, P.P., | R.C. |
| " | " | 13891 | Do. f. | Do. | V.T. | Do. | R.C. |
| " | 23 | 13794 | Beheros, | Elphin. | V.T. | Rev. P. Mannion, Adm., | R.C. |
| Sligo. | 21 | 13831 | Moylough, m. | Ashury. | V.T. | Rev. P. Mulligan, P.P., | R.C. |
| " | " | 13832 | Do. f. | Do. | V.T. | Do. | R.C. |
| " | 22 | 13763 | Culcadda, m. | Drumth. | V.T. | Rev. P. Scully, | R.C. |
| " | " | 13764 | Do. f. | Do. | V.T. | Do. | R.C. |
| " | 21 | 13944 | Kilmactigue, f. | Kilmactigue. | V.C. | Rev. J. Gunning, Adm., | R.C. |
| " | 20 | 13940 | Ennisrone, m. | Kilglass. | V.T. | Rev. W. J. Cochrane, P.P. | R.C. |
| " | " | 13941 | Do. f. | Do. | V.T. | Do. | R.C. |

IV.—LIST OF FIFTY-THREE NON-VESTED SCHOOLS aided during 1891.

| County. | District. | Roll No. | School. | Parish. | Manager. | Endowment. |
|--------------|-----------|----------|-------------------------|------------------|---------------------------|------------|
| Antrim. | 8 | 14088 | Jersey-street, McCon- | Shankill. | R. J. McConnell, esq. | Pres. |
| " | 9 | 14092 | nell Memorial. | Do. | Rev. Walter Riddall, D.D. | E.C. |
| " | — | 14093 | Magdalen, | Do. | Do. | E.C. |
| " | 4 | 14136 | Do., inf. | Do. | Rev. J. P. R. Breaker, | E.C. |
| " | — | 14137 | Armsy (3), | Armsy, | R.A. | |
| " | — | 14137 | Do. (3), | Do. | Rev. B. McCann, F.R. | R.C. |
| " | 8 | 14138 | St. Joseph's, Cumlin- | Shankill. | Mrs. Anna Mccrin, | R.C. |
| " | — | 14138 | road, | Do. | Rev. W. F. Garston, | E.C. |
| " | 9A | 14146 | London-street, . . | Do. | Rev. M. McCashin, F.R. | R.C. |
| " | 8 | 14149 | Ballyellough, . . | Magheragall, | Rev. R. Montgomery, | Pres. |
| " | 9 | 14152 | Montgomery, . . | Shankill, | Rev. O. W. Scott, | E.C. |
| " | — | 14153 | Do., | Do. | Rev. R. Barron, | Pres. |
| " | — | 14155 | All Saints, | Do. | | |
| " | 8A | 14157 | Whitewell, | Carmonagh, | | |
| Cavan. | 23 | 14094 | Drumhammon, . . | Drumhammon, | Rev. Wm. Devenish, | E.C. |
| " | 31 | 14102 | Bocade, | Kildallan, | Ven. Arch. Creek, D.D. | E.C. |
| Down. | 9A | 14090 | Nettlefield, . . m. | Knockbreda, | Rev. James Cregan, | Cong. |
| " | — | 14091 | Do., f. | Do. | Do. | Cong. |
| " | — | 14144 | Lord-street, . . . | Ballymacarrett, | Do. | Cong. |
| " | — | 14145 | Do., inf. | Do. | Do. | Cong. |
| " | 10 | 14153 | Jocelyn-avenue, . | Knockbreda, | Wm. Gibson, esq., M.D. | Pres. |
| " | 17 | 14160 | Braynabard-road, | Kiloso, | Rev. John H. Seymour, | E.C. |
| Fermanagh. | 5 | 14120 | Letter, | Templecarra, | Rev. J. Donaldson, | Pres. |
| " | 13 | 14132 | Mullaghfad (2), . | Aughalureher, | Rev. W. Hannah, | E.C. |
| Londonderry. | 7 | 14062 | Tyran, | Desertmartin, | Rev. P. Bradley, F.R. | R.C. |
| " | 3 | 14066 | Killowen, | Killowen, | Rev. James Stewart, | E.C. |
| " | 2 | 14095 | St. Colum's Hall, org. | Templemore, | Rev. H. McManis, | R.C. |
| " | — | 14147 | Dunoban, | Adm. | Rev. H. S. O'Hara, | E.C. |
| " | — | 14148 | Cashel, m. | Ballyaghna, | Capt. Ogilby, D.L. | E.C. |
| " | — | 14153 | Hollybush, | Dungiven, | Rev. Frs. O'Neill, F.R. | E.C. |
| " | — | 14153 | Do., | Templemore, | | |
| Monaghan. | 18 | 14122 | Lagran, | Aughnamullen, | Rev. E. McKenna, F.R. | R.C. |
| " | — | 14129 | Peagh, | Aghabeg, | Rev. J. Magill, | E.C. |
| " | — | 14150 | Shanco, | Kilkeevan, | Rev. J. D. O'Connor, | E.C. |
| Tyrone. | 6 | 14142 | Castlederg, Edwards, f. | Skirts of Urney, | Rev. J. H. Gatchell, | E.C. |
| Clare. | 45 | 14151 | Abbey, | Clareabbey, | Rev. J. H. Griffith, D.D. | E.C. |
| Cork. | 60 | 14086 | Christ Church, . . f. | Holy Trinity, | Rev. C. B. Harley, | E.C. |
| " | — | 14135 | Rincurran, | Rincurran, | Rev. S. Pearson, | E.C. |
| " | 60A | 14140 | South Terrace, . . | St. Nicholas, | Rev. J. E. Meyers, | Jew. |
| " | 59 | 14141 | Aghadown, | Aghadown, | Rev. G. B. Sweetman, | E.C. |
| Waterford. | 48 | 14164 | St. Catherine's, . . | Tallow, | Ven. Arch. Ryland, A.M. | E.C. |
| Carlow. | 44 | 14104 | Lisnavagh, | Rathvilly, | Lady Rathdonnell, | E.C. |
| " | 47 | 14157 | Bridge (2), | Old Leighlin, | Rev. Jos. W. Abbott, | E.C. |
| Dublin. | 37 | 14096 | St. Nicholas With- | St. Nicholas | Rev. J. D. Smylie, | E.C. |
| " | — | 14097 | out, m. | Without. | Do. | E.C. |
| " | — | 14098 | Do., f. | Do. | Do. | E.C. |
| " | — | 14135 | Do., inf. | Do. | Do. | E.C. |
| " | 40 | 14135 | Bray Bridge, . . . | Old Connaght, | Ven. Archdu. J. Geo. | E.C. |
| " | — | 14143 | St. Joseph's (prop.) f. | St. Mary's, | Scott. | |
| " | 39 | 14143 | Do., | Do. | V. Rev. F. Ryan, F.R. | R.C. |
| Kildare. | 37 | 14062 | Clane, m. inf. | Clane, | Rev. Jas. Colgan, F.R. | R.C. |

IV.—LAST of FIFTY-THREE NON-VESTED SCHOOLS aided during 1891—continued.

| County. | District. | Roll No. | School. | Parish. | Manager. | Religious Instruction. |
|----------------|-----------|----------|------------------------|--------------------|----------------------------|------------------------|
| Meath, . . . | 29 | 14106 | Trim Dist. Union, f. | Trim, . . . | The Clerk. | — |
| Wexford, . . . | 50 | 14037 | Ballyearney, . . . | Ballyearney, . . . | Rev. John Hall, B.A., | E.C. |
| " . . . | " | 14130 | Taghmon, . . . | Taghmon, . . . | Rev. G. Rensison, | E.C. |
| Galway, . . . | 34 | 14103 | Inchiarbat, . . . | Omev, . . . | V. Rev. P. Lynskey, P.P., | R.C. |
| " . . . | " | 14128 | Inchlicken Isd., . . . | Mayra, . . . | Rev. J. A. Moloney, P.P., | R.C. |
| Leitrim, . . . | 51 | 14161 | Jamestown, . . . f. | Kiltogbert, . . . | V. Rev. J. Canon Heare, | R.C. |
| " . . . | " | 14165 | Garadice, . . . | Drumreilly, . . . | P.P. Rev. W. W. Wagner, | E.C. |
| Sligo, . . . | 12 | 14131 | Lissadell, . . . | Drumcliffe, . . . | Rev. F. S. Le Fanu, | E.C. |

V.—GENERAL SUMMARY of OPERATION, BUILDING, and SUSPENDED SCHOOLS in connexion on 31st December, 1891.

| County. | Operation Schools,* | Building Schools, | Suspended Schools,* | Total. | County. | Operation Schools, | Building Schools, | Suspended Schools,* | Total. |
|--------------------|---------------------|-------------------|---------------------|--------|------------------|--------------------|-------------------|---------------------|--------|
| Antrim, . . . | 637 | 5 | 4 | 666 | Kildare, . . . | 109 | 1 | 4 | 114 |
| Armagh, . . . | 266 | 4 | — | 270 | Kilkenny, . . . | 184 | 2 | 6 | 192 |
| Cavan, . . . | 294 | 6 | 12 | 312 | King's, . . . | 117 | 1 | 3 | 121 |
| Donegal, . . . | 411 | 7 | 3 | 421 | Longford, . . . | 110 | 4 | 1 | 115 |
| Dowa, . . . | 470 | 5 | 2 | 477 | Louth, . . . | 103 | 2 | 3 | 108 |
| Fermanagh, . . . | 181 | 1 | 3 | 185 | Meath, . . . | 183 | 2 | 9 | 194 |
| Londonderry, . . . | 286 | 1 | 6 | 293 | Queen's, . . . | 121 | 4 | 1 | 126 |
| Monaghan, . . . | 188 | 4 | 5 | 193 | Westmeath, . . . | 134 | — | 4 | 138 |
| Tyrone, . . . | 377 | 7 | 12 | 396 | Wexford, . . . | 164 | 1 | 7 | 172 |
| Clare, . . . | 247 | 11 | 7 | 265 | Wicklow, . . . | 118 | 2 | 1 | 121 |
| Cork, . . . | 749 | 27 | 16 | 792 | Galway, . . . | 409 | 14 | 12 | 435 |
| Kerry, . . . | 348 | 13 | 15 | 377 | Leitrim, . . . | 196 | 12 | — | 208 |
| Limerick, . . . | 266 | 10 | 3 | 279 | Mayo, . . . | 395 | 24 | 5 | 424 |
| Tipperary, . . . | 318 | 8 | 5 | 331 | Roscommon, . . . | 238 | 6 | 2 | 246 |
| Waterford, . . . | 135 | 2 | 4 | 141 | Sligo, . . . | 210 | 11 | 1 | 222 |
| Carlow, . . . | 76 | 2 | — | 78 | | | | | |
| Dublin, . . . | 297 | 9 | 4 | 310 | Total, . . . | 3,346 | 210 | 161 | 3,717 |

* Including amalgamated Model School Departments.

VL.—LIST of SIXTY-SIX SCHOOLS, to which Building Grants were made during 1891.

| County. | District. | Parish. | Roll No. | School. | How funded. |
|--------------------|-----------|----------------------------|----------|--------------------------------|-------------|
| Armagh, | 11 | Drumcree, . . . | 14060 | Derrymore, . . . | V.C. |
| Cavan, | 23 | Castletarra, . . . | 14073 | Castletarra, . . . | V.E. |
| Donegal, | 6 | Donoughmore, . . . | 14055 | Lismulhuff, . . . | V.C. |
| " | 5 | Glencolumbkille, . . . | 14119 | Malinbeg, . . . | V.E. |
| Down, | 10 | Donaghadee, . . . | 14083 | Grangee, . . . | V.E. |
| " | - | Holywood, . . . | 14133 | St. Joseph's, . . m. | V.E. |
| " | - | Do, . . . | 14134 | Do, . . . f. | V.E. |
| Monaghan, | 24 | Aughasmullen, . . . | 14061 | Clonacullen, . . . | V.E. |
| " | - | Magheracloone, . . . | 14071 | Drumgosit, . . m | V.E. |
| " | - | Do, . . . | 14072 | Do, . . . f. | V.E. |
| Tyrone, | 15 | Kildress, . . . | 14118 | Gortreeagh, . . . | V.E. |
| Clare, | 45 | Dysart, . . . | 14089 | Dysart, . . . | V.E. |
| " | - | Kilballyowen, . . . | 14111 | Cross, . . . m. | V.E. |
| " | - | Do, . . . | 14112 | Do, . . . f. | V.E. |
| Cork, | 40 | Ightermurragh, . . . | 14126 | Ladybridge, . . m. | V.E. |
| " | - | Do, . . . | 14127 | Do, . . . f. | V.E. |
| " | 55 | Clofert, . . . | 14052 | Kinsturk, . . m. (1) | V.E. |
| " | - | Do, . . . | 14053 | Do, . . m. (2) | V.E. |
| " | 59 | Fanlochan, . . . | 14059 | Behagh, . . . | V.E. |
| " | - | Tullagh, . . . | 14055 | Sherkin, . . . m. | V.C. |
| " | 56 | Castletownroche, . . . | 14107 | Castletownroche, . . m. | V.E. |
| " | - | Do, . . . | 14108 | Do, . . . f. | V.E. |
| " | 60 | Rathelarin, . . . | 14116 | Kilbrittake, . . m. | V.C. |
| " | - | St. Anne's, Shandon, . . . | 14105 | Clarence-street Convent, . . . | V.E. |
| Kerry, | 39 | Castleisland, . . . | 14078 | Toureenard, . . . | V.C. |
| " | 54 | Do, . . . | 14121 | Castleisland Convt., infi. | V.E. |
| " | 57 | Prior, . . . | 14085 | Emaghirinagh, . . . | V.C. |
| " | - | Killarney, . . . | 14154 | Fairhill, . . . m. | V.C. |
| Limerick | 51 | Fedamore, . . . | 14057 | Fedamore, . . . m. | V.E. |
| " | - | Do, . . . | 14068 | Do, . . . f. | V.E. |
| " | 52 | Limerick, . . . | 14075 | Ardagh, . . . m. | V.E. |
| " | - | Do, . . . | 14076 | Do, . . . f. | V.E. |
| " | - | Coromahide, . . . | 14077 | Castletown Convent, . . . | V.E. |
| " | 52 | Rebertstown, . . . | 14101 | Berrigone, . . . m. | V.E. |
| " | - | Do, . . . | 14102 | Do, . . . f. | V.E. |
| Tipperary, | 53 | Coleman, . . . | 14081 | Coleman, . . . | V.E. |
| Waterford | 49 | Dungarran, . . . | 14099 | Abbeyside, . . . m. | V.E. |
| " | - | Do, . . . | 14100 | Do, . . . f. | V.E. |
| Carlow, | 44 | Ballou, . . . | 14125 | Ballou, . . . m. | V.E. |
| Dublin, | 37 | Palmerstown, . . . | 14080 | Palmerstown, . . . | V.E. |
| " | 30 | Finglas, . . . | 14084 | Finglas, . . . m. | V.E. |
| " | - | Howth, . . . | 14123 | Howth, . . . m. | V.E. |
| " | - | Do, . . . | 14124 | Do, . . . f. | V.E. |
| Louth, | 25 | Dundalk, . . . | 14069 | Jocelyn-st., Dundalk, m. | V.C. |
| " | - | Do, . . . | 14070 | Do, . . . f. | V.C. |
| Queen's, | 41 | Borris, . . . | 14158 | Maryboro', . . . | V.C. |
| Wexford, | 50 | Adamstown, . . . | 14117 | Rahen, . . . | V.E. |
| Galway, | 34 | Kilbarna, . . . | 14047 | Headford, . . . m. | V.E. |
| " | - | Do, . . . | 14048 | Do, . . . f. | V.E. |
| " | 35 | Lickmalossy, . . . | 14159 | St. Joseph's Convent, . . . | V.E. |

VI.—LIST of SIXTY-SIX SCHOOLS, to which Building Grants were made during 1891—continued.

| County. | District. | Parish. | Roll No. | School. | How vested. |
|------------------|-----------|--------------------|----------|----------------------|-------------|
| Ledtrim, | 13 | Clooseclare, . . . | 14054 | Corasloon, . . . | V.T. |
| " | 31 | Annaduff, . . . | 14057 | Drumana, . . . m. | V.T. |
| " | — | Do. . . . | 14058 | Do. . . . f. | V.T. |
| Mayo, | 32 | Kiloolman, . . . | 14053 | Birchfield, . . . | V.T. |
| " | 26 | Ballinabuber, . . | 14064 | Killavalla, . . . m. | V.T. |
| " | — | Ballysee, . . . | 14074 | Glenmask, . . . | V.G. |
| " | — | Kilgeevra, . . . | 14079 | Cregganbane, . . | V.T. |
| " | 32 | Kilcolman, . . . | 14115 | Kelismore, . . . | V.T. |
| Roscommon, . . | 23 | Termoharry, . . | 14049 | Whitehall, . . . m. | V.T. |
| " | — | Do. . . . | 14059 | Do. . . . f. | V.T. |
| " | 27 | Tinnam, . . . | 14056 | Mount Talbot, . . | V.T. |
| Sligo, | 20 | Castlecannon, . . | 14051 | Stokane, . . . | V.T. |
| " | 12 | Ahamlish, . . . | 14109 | Broughwy, . . . m. | V.T. |
| " | — | Do. . . . | 14110 | Do. . . . f. | V.T. |
| " | 22 | Kilmacallan, . . | 14113 | Glen, . . . m. | V.T. |
| " | — | Do. . . . | 14114 | Do. . . . f. | V.T. |

VII.—LIST of TWENTY-TWO STRUCK-OFF SCHOOLS restored to Roll during 1891.

| County. | Dist. | Roll No. | School. | Parish. |
|-------------------|-------|----------|-------------------------|----------------|
| Antrim, | 9 | 10508 | Andersonstown, . . | Shankill. |
| Armagh, | 16 | 10348 | Drumbillary, . . . | Tynan. |
| Donegal, | 6 | 4035 | Carnowen, . . . | Donoughmore. |
| Down, | 17 | 3791 | Lessans, . . . | Saintfield. |
| " | 19 | 12032 | Bailymartin, . . . f. | Kilkeel. |
| Fermanagh, . . . | 13 | 6932 | Coroner, . . . | Inishmacraint. |
| " | — | 9574 | Mary-street, . . . | Enniskillen. |
| Londonderry, . . | 7 | 292 | Ballymulderg, . . . (1) | Antrim. |
| " | — | 9568 | Drumrainey, . . . | Magherafelt. |
| Monaghan, . . . | 18 | 3697 | Killelina, . . . | Clonon. |
| Tyrone, | 14 | 5330 | Drumragh, . . . | Drumragh. |
| " | 15 | 9473 | Carraeel, . . . | Carraeel. |
| Tipperary, . . . | 36 | 11663 | Glenadobe, . . . | Killoshally. |
| Dublin, | 30 | 6512 | Josephian, . . . evg. | St. Michael's. |
| Kilkenny, | 47 | 5520 | Counshy, . . . m. | Grangemacomb. |
| " | — | 1716 | Ballyconra, . . . | Ashmoy. |
| King's, | 41 | 6073 | Mountbolus, . . . f. | Killoughey. |
| Meath, | 29 | 7942 | Woodpele, . . . f. | Loughan. |
| Galway, | 35 | 8943 | Tynassacragh, . . . f. | Tynassacragh. |
| " | 34a | 13195 | Kiltullagh, . . . | Kiltullagh. |
| Ledtrim, | 31 | 5557 | Drumceola, . . . | Carrigallen. |
| Mayo, | 20 | 11574 | Crossmolina, . . . (2) | Crossmolina. |
| " | 32 | 8006 | Crossboyne, . . . m. | Crossboyne. |

VIII.—LIST of SEVEN SUSPENDED SCHOOLS re-opened during 1891.

| County. | Dist. | Roll No. | School. | Parish. |
|------------------|-------|----------|-----------------------------|-------------|
| Donegal, . . . | 5 | 7363 | Ballyotherland, . . . | Killaghtee. |
| Fermanagh, . . . | 13 | 3661 | Carriek Agricultural, . . . | Clonish. |
| Tyrone, . . . | 15 | 1490 | Altmore, . . . f. | Pomeroy. |
| Do., . . . | 14 | 388 | Killyclogher, . . . m. | Cappagh. |
| Tipperary, . . . | 36 | 10350 | Ballinakill, . . . | Corbally. |
| Do., . . . | - | 2077 | Carney, . . . | Cloghprior. |
| Leitrim, . . . | 5 | 5294 | Askill, . . . | Rossinver. |

IX.—LIST of EIGHTEEN SCHOOLS (SEVENTEEN ORDINARY and ONE MODEL) placed on Suspended List during 1891.

| County. | Dist. | Roll No. | School. | How vested. | Parish. | Reason for placing School on Suspended List. |
|--------------------|-------|----------|-----------------------|-------------|-----------------------|--|
| Londonderry, . . . | 3 | 2601 | Kilure, . . . | v.c. | Maccosquin, . . . | Average insufficient. |
| Do., . . . | - | 8227 | Mullahinch, . . . | v.c. | Aghadowey, . . . | Average insufficient. |
| Do., . . . | 2 | 2780 | Lisnillon, . . . | A. | Clondermott, . . . | Average insufficient. |
| Tyrone, . . . | 14 | 368 | Killyclogher, . . . | - | Cappagh, . . . | Average insufficient. |
| Do., . . . | 15 | 1490 | Altmore, . . . f. | - | Pomeroy, . . . | Average insufficient. |
| Clare, . . . | 51 | 4438 | Kilishen, . . . m. | v.t. | Clonles, . . . | { Superseded by 13870-1, Kishen M. and P. *V. School. |
| Do., . . . | - | 4439 | Do., . . . f. | v.t. | Do., . . . | |
| Cork, . . . | 55 | 1690 | Millstreet (1), . . . | v.t. | Drishane, . . . | Average insufficient. |
| Do., . . . | 56 | 11570 | Ballyvenier, m. | v.t. | Donsdale, . . . | Amalgamated with 11571, Ballyvenier P. V. School. |
| Do., . . . | - | 12617 | Glenor & Oraig, m. | v.t. | Carrigleamhary, . . . | Average insufficient. |
| Do., . . . | 58 | 5716 | Castletownsend, m. | v.c. | Castlehaven, . . . | { Superseded by 13728-9, Castletownsend M. and F. V. School. |
| Do., . . . | - | 5717 | Do., . . . f. | v.c. | Do., . . . | |
| Kerry, . . . | 54 | 9261 | Listallick, . . . f. | v.t. | Trales, . . . | Average insufficient. |
| Tipperary, . . . | 36 | 2077 | Carney, . . . | - | Cloghprior, . . . | Average insufficient. |
| Do., . . . | - | 10350 | Ballinakill, . . . | - | Corbally, . . . | Average insufficient. |
| Waterford, . . . | 49 | 6976 | Waterford Mod. I. | v.c. | St. John's, . . . | Amalgamated with F. V. Department. |
| Wexford, . . . | 50 | 12740 | Marshallstown, m. | v.t. | Marshallstown, . . . | Amalgamated with 12741, Marshallstown F. V. School. |
| Mayo, . . . | 26 | 4631 | Newport Pratt, f. | A. | Burrischole, . . . | Superseded by 13517, St. Joseph's Convent School. |

* The letter "V" signifies Vested.

X.—LIST of ONE HUNDRED AND SEVEN NON-VESTED SCHOOLS struck off the ROLLS during 1891.

| County. | Dis- trict. | Roll No. | School. | Parish. | Reason for striking School off Roll. |
|--------------|----------------|-------------|---------------------------|-------------------------|--|
| Antrim. | 3 | 8375 | Poolisk, . . | Hallintoy, . | Average insufficient. |
| " | 9 | 10508 | Andersonstown, . | Shankill, . | " |
| Armagh. | 16 | 1107 | Mullaghduff, . | N.T.Hamilton, | Average insufficient. |
| Cavan. | 24 | 4591 | Northlands, . | Kingscourt, . | Inoperative. |
| " | - | 8843 | Tullyvin, . . | Kill, . . | Superseded by 13852, Tullyvin * V. School. |
| " | 31 | 9469 | Altachullin, . | Templeport, . | 13672, Altachullin V. School. |
| " | 23 | 12715 | Clonose, . . | Drumhamman, . | 13132, Clonose V. School. |
| Donegal. | 1 | 2877 | Drumboghilly, . | Inishkeel, . | Superseded by 13751, Kiltoreigh V. School. |
| " | 6 | 4636 | Carnewen, . . | Denoughmore, . | Average insufficient. |
| Down. | 2a | 15739 | Woodstock Road, | Knockheda, . | Superseded by 14144, Lard-street Non-V. School. |
| " | 11 | 6165 | Edenmore, . . | Magheralin, . | Average insufficient. |
| " | - | 11694 | Church-street, f. | Seapatrik, . . | Inoperative. |
| " | - | 12968 | Maralin, . . f. | Magheralin, . | Amalgamated with 12891, Magheralin Non-V. School. |
| " | 17 | 4227 | Tullyree, . . | Kilcoo, . . | Superseded by 13969, St. Joseph's V. School |
| " | 19 | 9345 | William-street, Newry. | Newry, . . | Average insufficient. |
| " | - | 12032 | Ballymartin, f. | Kilkeel, . . | " |
| Fermanagh. | 13 | 2034 | Enniskillen, m. | Enniskillen, . | Inoperative. |
| " | - | 6932 | Coramack, . . | Imismacaint, . | Average insufficient. |
| " | 31 | 3980 | Silvie Russell, m. | Kinawley, . . | " |
| " | - | 11730 | Gortara, . . | Tamragna, . . | Teacher not qualified. |
| Londonderry. | 3 | 4322 | Cashel, . . f. | Dungiven, . . | Inoperative. |
| " | 7 | 299 | Ballymullberg (1), | Ardara, . . | Average insufficient. |
| " | - | 4385 | Ballymahone, . | Termoneery, . | Inoperative. |
| " | - | 8592 | Magherafelt Ort, | Magherafelt, . | Superseded by 14067, St. Mary's Convent V. School. |
| " | - | 11477 | Carnadarragh, . | Desertlyra, . | Average insufficient. |
| Monaghan. | 18 | 3697 | Killadnan, . . | Clonoy, . . | Average insufficient. |
| Tyrone. | 6 | 12984 | Tireny, . . | Ardstraw, West, | Unrecognized teacher in charge. |
| " | 14 | 5339 | Drumragh, . . | Drumragh, . | Average insufficient. |
| " | 15 | 8018 | May, . . f. | Clonfacle, . . | Superseded by 13537, Moy F. V. School. |
| " | - | 9473 | Carntool, . . | Carntool, . . | Average insufficient. |
| Glouce. | 42 | 7206 | Drumhaniff, . . | Inchicronan, . | Superseded by 13209, Drumhaniff V. School. |
| " | 45 | 6573 | Moyena, . . | Moyasta, . . | 13376-7, Moyena M. and F. V. Schools. |
| " | - | 7530 | Canny, . . m. | Killadnan, . . | Superseded by 13894-5, Canny M. and F. V. Schools. |
| " | - | 15772 | " . . f. | " . . | " |
| Cork. | 58 | 11476 | Cahergariffe, . . | Killacormagh, . | Superseded by 13896, Cahergariffe V. School |
| " | 59 | 6768 | Behagh, . . | Panlegh, . . | 14059, Behagh V. School. |
| " | 60 | 3260 | Kinsale (2), m. | Kinsale, . . | Amalgamated with 1612, Kinsale (1) V. School. |
| " | - | 9170 | St. Patrick's, inf. | St. Anne's, Shandon. | Superseded by 13904, St. Patrick's Infant V. School. |
| " | - | 12218 | Clarence-st. Cvt. | " . . | Superseded by 14105, Clarence-st. Convent V. School. |
| " | 60a | 6085 | Togher, . . | St. Finbar's, . | Superseded by 13880-1, Togher M. and F. V. Schools. |

* The letter "V" signifies Vested

X.—LIST OF ONE HUNDRED and SEVEN NON-VESTED SCHOOLS struck off the ROLLS during 1891—continued.

| County. | District. | Roll No. | School. | Parish. | Reason for striking School off Roll. |
|-------------|-----------|----------|-------------------------|-----------------------|---|
| Kerry, | 55 | 12393 | Rathmore Conv., | Kilcummin, East, | Superseded by 18742, Rathmore Convent V. School. |
| " | 57 | 2684 | Caherdiveen, | Caher, | Superseded by 13542, Caherdiveen V. School. |
| Limerick, | 46 | 6544 | Hospital, | f. Hospital, | Superseded by 13898, Hospital Convent V. School. |
| " | - | 9481 | Bulgaden, | m. Bulgaden, | } Superseded by 13790-1, Bulgaden M. and F. V. Schools. |
| " | - | 9482 | " | f. | |
| " | 51 | 562 | Ahane, | m. Killnaguriff, | Average insufficient. |
| " | - | 12121 | SS. Mary and Nicholas. | St. Mary's, | Inoperative. |
| Tipperrary, | 36 | 9798 | Drumhawn, | f. Kilbessally, | Average insufficient. |
| " | - | 11683 | Glencullos, | " | " |
| Waterford, | 49 | 1779 | Stradhally Cvt., | Stradhally, | Superseded by 13620, Stradhally Convent V. School. |
| Carlow, | 44 | 11324 | Carlow, | m. Carlow, | Amalgamated with 11325, Carlow F. Non-V. School. |
| Dublin, | 30 | 5362 | St. Michan's, | f. St. Michan's, | Permanently closed. |
| " | - | 6234 | Blanchardstown, | Castleknock, | Superseded by 13790, Blanchardstown V. School. |
| " | - | 6512 | Josephian, | f. St. Mary's, | } Superseded by 13776-7, St. Joseph's senior and infant V. Schools. |
| " | - | 9923 | " | inf. | |
| " | - | 9012 | North Brunswick-street, | f. St. Paul's, | Superseded by 14143, St. Joseph's F. Preparatory V. School. |
| " | 40A | 6742 | Warrenmount Convent. | St. Nicholas Without, | Superseded by 13302, St. Patrick's F. V. School. |
| Kilkenny, | 47 | 789 | Lisdowney, | f. Aharnay, | Superseded by 13611, Warrenmount Convent V. School. |
| " | - | 1716 | Ballycuna, | " | Amalgamated with 788, Lisdowney Non-Vested School. |
| " | - | 4330 | Danmore, | m. St. John's, | Average insufficient. |
| " | - | 5321 | Cennahy, | f. Grangemacourt, | " |
| " | - | 10624 | Callan Convent, | Callan, | Superseded by 13675, Callan Convent V. School. |
| " | 49 | 13448 | Harristown, | m. Templecorum, | Amalgamated with 13449, Harristown F. V. School. |
| King's, | 41 | 6073 | Meunthelus, | f. Killonghy, | Average insufficient. |
| Lengford, | 28 | 1517 | Granard, | m. Granard, | Superseded by 13863, Granard M. V. School. |
| Lenth, | 25 | 12688 | Thornfield, | Iniskeen, | Superseded by 13897, Drumsinott V. School. |
| Meath, | 29 | 3143 | Dunshaughlin P. L. U. | Dunshaughlin, | Amalgamated with Trim P. L. U. National School. |
| " | - | 3469 | Navan P. L. U., | Navan, | " |
| " | - | 6382 | Woodpole, | m. Loughan, | Average insufficient. |
| " | - | 7694 | Kilberry, | " | " |
| Queen's, | 41 | 6301 | Mountath, | Clonsagh, | Patron will not appoint a Manager. |
| Wexford, | 50 | 5069 | Ballymurn, | m. Kilmallock, | Average insufficient. |
| " | - | 6978 | Boleyvega, | " | Superseded by 13795, Bolevega V. School. |

* The letter "V" signifies Vested.

X.—LIST of ONE HUNDRED AND SEVEN NON-VESTED SCHOOLS struck off the ROLLS during 1891—continued.

| County. | Dist. | Roll No. | School. | Parish. | Reason for striking School off Roll. |
|------------|-------|----------|----------------------|---------------------|---|
| Galway, | 34 | 8770 | Cleggan, . . . | Omev, . . . | Superseded by 13821, Cleggan *V. School. |
| " | - | 9299 | Derryginla, . . . | Ballydoon, . . . | " 13740, Ballydoon V. School |
| " | - | 10255 | Rahoon, . . . | Rahoon, . . . | " 13914, St. Joseph's (Rahoon) V. School. |
| " | - | 13464 | Mucklagh, . . . | Kilcummin, . . . | Permanently closed. |
| " | 34 | 1190 | Busby Park, . . . | Rahoon, . . . | Superseded by 13856, Busby Park V. School. |
| " | 35 | 9951 | Kylemore, . . . | Clenfert, . . . | Closed. |
| Leitrim, | 13 | 9393 | Cornamoon, . . . | Clenclare, . . . | Superseded by 13926, Cornamoon V. School. |
| " | 28 | 5603 | Mohill Convent, | Mohill, . . . | " 13770, Mohill Convent V. School. |
| " | 31 | 1020 | Magheravogagh, . . . | Kiltahrid, . . . | House unsuitable. |
| " | - | 1335 | Drumna, . . m. | Arunduff, . . . | { Superseded by 14057-8, Drumna M. and F. V. Schools. |
| " | - | 2354 | " . . f. | " . . . | " |
| " | - | 2851 | Garvagh, . . f. | Kiltahride, . . . | Superseded by 13830, Keshcarrigan F. V. School. |
| " | - | 3057 | Drumcra, . . m. | Carrigallen, . . . | Average insufficient. |
| " | - | 6190 | Gortahoe, . . . | Upr. Drumcra, . . . | Superseded by 13851, Gortahoe V. School. |
| " | - | 7570 | Garvagh, . . m. | Kiltahride, . . . | " 13843, Keshcarrigan M. V. School. |
| " | 28 | 9671 | Broom-street, . . . | Clen, . . . | Permanently closed. |
| Mayo, | 20 | 4592 | Carragreen, . . . | Kilbelfad, . . . | Superseded by 13793, Carragreen V. School. |
| " | - | 9365 | Doonawarrow, . . . | Kilfin, . . . | " 13965, Rathakin V. School. |
| " | 25 | 1057 | Brea, . . . | Brea, . . . | " 13781, St. John's (Brea) V. School. |
| " | - | 7538 | Doagh, . . m. | Achill, . . . | Superseded by 13409, Doagh M. V. School. |
| " | - | 8452 | Aughagower, . . . | Aughagower, . . . | " 13653, Aughagower V. School |
| " | - | 12344 | Sungborough, . . . | Aglish, . . . | " 13707, St. Peter's V. School. |
| " | - | 13588 | Doagh, . . f. | Achill, . . . | " 13410, Doagh F. V. School. |
| " | 32 | 8006 | Crossboyne, . . . | Crossboyne, . . . | Average insufficient. |
| Roscommon, | 22 | 9104 | Boheroe, . . . | Elphin, . . . | Superseded by 13794, Boheroe V. School. |
| " | 27 | 9367 | Cloonahee, . . m. | Cloonahee, . . . | { Superseded by 13829-30, Drumcra M. and F. V. Schools. |
| " | - | 9434 | " . . f. | " . . . | " |
| " | 28 | 7997 | Slatta, . . . | Kilglass, . . . | Superseded by 13879-80, Slatta M. and F. V. Schools. |
| " | 27 | 1067 | Tarmon, . . . | Kilkevin, . . . | Superseded by 13757, Tarmon V. School. |
| Sligo, | 20 | 10459 | Enniscrone, . . m. | Kilglass, . . . | { Superseded by 13940-1, Enniscrone M. and F. V. Schools. |
| " | - | 10480 | " . . f. | " . . . | " |
| " | 21 | 9628 | Powellshere, . . . | Actonry, . . . | Superseded by 13831-2, Moylagh M. and F. V. Schools. |
| " | - | 10585 | Kilmactigue, . . . | Kilmactigue, . . . | Superseded by 13944, Kilmactigue F. V. School. |
| " | 22 | 8096 | Calfelds, . . . | Drumrah, . . . | Superseded by 13763-4, Calfelds M. and F. V. Schools. |

* The letter "V" signifies Vested.

XI.—TWO BUILDING GRANTS cancelled during 1891.

| County. | Dist. | Roll No. | School. | Parish. | How vested |
|------------|-------|----------|-------------------|------------------|------------|
| Westmeath, | 33 | 12943 | Ballymore, . . m. | Ballymore, . . . | V.V. |
| " | - | 12944 | " . . f. | " . . . | V.V. |

APPENDIX H.

I.—LIST of ONE HUNDRED and FIFTY-SEVEN WORKHOUSE SCHOOLS in connexion on 31st December, 1891, with the Total Number of Pupils on Rolls, the Average Daily Attendance of Pupils, and the number of the Teaching Staff, as returned for the Year ended 31st December, 1891.

| District. | Roll No. | County and School. | Total No. of Pupils on Rolls. | Average Attendance. | District. | Roll No. | County and School. | Total No. of Pupils on Rolls. | Average Attendance. |
|-----------|----------|----------------------|-------------------------------|---------------------|-----------|----------|-----------------------|-------------------------------|---------------------|
| | | ANTRIM. | | | | | LONDONDERRY. | | |
| 3 | 3680 | Ballymeney, . . . | 24 | 18 | 2 | 3881 | Londonderry, . . . | 65 | 28 |
| 4 | 3632 | Ballycastle, . . . | 12 | 10 | 2A | 3887 | Lisnavea, . . . | 24 | 13 |
| - | 3543 | Ballymena, . . . | 57 | 26 | 3 | 3331 | Coleraine, . . . | 43 | 17 |
| 8 | 8781 | Lisburn, . . . | 49 | 15 | 7 | 10525 | Magherafelt, . . . | 49 | 26 |
| 8A | 3653 | Larne, . . . | 59 | 34 | | | | | |
| - | 6314 | Antrim, . . . | 56 | 31 | 4 | | Total, . . . | 181 | 84 |
| 9 | 3048 | Belfast, . . . | 537 | 179 | | | | | |
| | 7 | Total, . . . | 794 | 304 | | | | | |
| | | ARMAGH. | | | | | MONAGHAN. | | |
| 11 | 11300 | Lurgan, . . . | 44 | 17 | 18 | 3388 | Monaghan, . . . | 12 | 9 |
| 16 | 10412 | Armagh, . . . | 82 | 23 | - | 7812 | Clones, . . . | 14 | 10 |
| 19 | 10280 | Newry, . . . | 28 | 8 | 24 | 7884 | Castleblayney, . . . | 23 | 15 |
| | | | | | | 3668 | Carriekmacross, . . . | 30 | 16 |
| | 3 | Total, . . . | 124 | 48 | 4 | | Total, . . . | 79 | 50 |
| | | CAVAN. | | | | | TYRONE. | | |
| 23 | 3420 | Cavan, . . . | 73 | 42 | | | | | |
| 24 | 3447 | Bailieborough, . . . | 31 | 15 | 6 | 3069 | Castlederg, . . . | 8 | 5 |
| - | 3644 | Cootehill, . . . | 13 | 6 | - | 6315 | Strabane, . . . | 54 | 23 |
| 31 | 6910 | Bawnboy, . . . | 19 | 10 | 14 | 6316 | Omagh, . . . | 46 | 24 |
| | | | | | - | 11354 | Clagher, . . . | 16 | 10 |
| | 4 | Total, . . . | 136 | 73 | 15 | 5674 | Cookstown, . . . | 19 | 12 |
| | | | | | - | 8522 | Dungannon, . . . | 19 | 11 |
| | | DONEGAL. | | | 6 | | Total, . . . | 162 | 67 |
| 1 | 4932 | Millford, . . . | 28 | 12 | | | | | |
| - | 4975 | Letterkenny, . . . | 15 | 2 | | | | | |
| - | 7714 | Glenties, . . . | 24 | 14 | | | | | |
| 2 | 3863 | Inishowen, . . . | 24 | 10 | | | | | |
| 5 | 4313 | Donegal, . . . | 17 | 13 | 42 | 3408 | Scariff, . . . | 17 | 11 |
| - | 4339 | Ballyshannon, . . . | 21 | 17 | - | 3534 | Keshistymon, . . . | 45 | 30 |
| 6 | 13754 | Stranoclar, . . . | 19 | 11 | - | 6130 | Tulla, . . . | 19 | 9 |
| | | | | | - | 6359 | Ballyvaughan, . . . | 15 | 11 |
| | 7 | Total, . . . | 148 | 79 | - | 6585 | Corone, . . . | 19 | 17 |
| | | | | | 45 | 3288 | Ennis, . . . | 153 | 112 |
| | | DOWN. | | | - | 3489 | Kilrush, . . . | 66 | 42 |
| 10 | 3350 | Newtownards, . . . | 52 | 34 | - | 6224 | Killadysert, . . . | 29 | 26 |
| 11 | 3068 | Banbridge, . . . | 20 | 9 | 8 | | Total, . . . | 363 | 256 |
| 17 | 10870 | Dowpatrick, . . . | 29 | 16 | | | | | |
| 19 | 11820 | Kilkeel, . . . | 26 | 12 | | | | | |
| | 4 | Total, . . . | 127 | 61 | | | | | |
| | | FERMANAGH. | | | 48 | 3167 | Midleton, . . . | 72 | 43 |
| 13 | 10798 | Enniskillen, . . . | 56 | 26 | 55 | 6121 | Youghal, . . . | 55 | 27 |
| - | 11366 | Lisnakea, . . . | 14 | 6 | - | 3923 | Kanturk, . . . | 80 | 51 |
| 14 | 11404 | Irvinestown, . . . | 21 | 10 | 56 | 4896 | Maconn, . . . | 46 | 28 |
| | | | | | - | 6012 | Millstreet, . . . | 48 | 31 |
| | 3 | Total, . . . | 91 | 42 | - | 3242 | Ferry, . . . | 68 | 29 |
| | | | | | - | 3651 | Mallow, . . . | 46 | 23 |
| | | | | | - | 6216 | Mitchelstown, . . . | 43 | 34 |

[—LIST OF ONE HUNDRED and FIFTY-SEVEN WORKHOUSE SCHOOLS in connexion on 31st December, 1891, with the Total Number of Pupils on Rolls, the Average Daily Attendance of Pupils, and the number of the Teaching Staff, as returned for the Year ended 31st December, 1891—continued.]

| Dist. | Roll No. | County and School. | Total No. of Pupils on Rolls. | Average Attendance. | Dist. | Roll No. | County and School. | Total No. of Pupils on Rolls. | Average Attendance. |
|-------|----------|------------------------|-------------------------------|---------------------|-------|----------|----------------------|-------------------------------|---------------------|
| | | CORK—continued. | | | | | CARLOW. | | |
| 38 | 4411 | Bantry, . . . | 23 | 15 | 44 | 11154 | Carlow, . . . | 62 | 34 |
| - | 5093 | Castletown, . . . | 15 | 9 | | | | | |
| - | 6140 | Skull, . . . | 16 | 8 | | 1 | Total, . . . | 62 | 34 |
| 39 | 3417 | Skibbereen, . . . | 44 | 27 | | | | | |
| - | 3565 | Donnanway, . . . | 25 | 17 | | | | | |
| - | 6049 | Clonsilla, . . . | 57 | 37 | | | | | |
| 40 | 3345 | Cork, . . . | 458 | 197 | | | DUBLIN. | | |
| - | 4325 | Kinsale, . . . | 50 | 13 | 30 | 3144 | Belrothery, . . . | 21 | 13 |
| - | 6123 | Bandon, . . . | 13 | 11 | - | 7187 | Dahlin, North, . . . | 569 | 304 |
| | | | | | 40 | 3265 | Rathdown, . . . | 114 | 77 |
| | 17 | Total, . . . | 1,139 | 600 | | 3 | Total, . . . | 695 | 394 |
| | | | | | | | | | |
| | | KERRY. | | | | | KILDARE. | | |
| 39 | 4314 | Listowel, . . . | 74 | 40 | | | | | |
| 40 | 2890 | Trillick, . . . | 102 | 64 | | | | | |
| - | 5324 | Dingle, . . . | 44 | 26 | 37 | 3155 | Nass, . . . | 45 | 22 |
| 41 | 4399 | Killarney, . . . | 96 | 62 | - | 8534 | Celtbridge, . . . | 27 | 16 |
| - | 4896 | Caherdreen, . . . | 27 | 16 | 44 | 3062 | Athy, . . . | 53 | 15 |
| 42 | 4670 | Kemmare, . . . | 33 | 13 | | | | | |
| | 6 | Total, . . . | 376 | 221 | | 3 | Total, . . . | 105 | 53 |
| | | | | | | | | | |
| | | LIMERICK. | | | | | KILKENNY. | | |
| 39 | 6921 | Glin,* . . . | - | - | 43 | 6625 | Uxlingford, . . . | 33 | 19 |
| 40 | 3406 | Kilmallock, . . . | 127 | 74 | 47 | 6947 | Castlesomer, . . . | 14 | 9 |
| 41 | 5458 | Limerick, . . . | 369 | 209 | - | 5376 | Callan, . . . | 47 | 33 |
| 42 | 3049 | Newcastle, . . . | 46 | 27 | - | 5367 | Kilkenny, . . . | 113 | 53 |
| - | 3415 | Rathkeale, . . . | 47 | 21 | - | 6276 | Thomastown, . . . | 45 | 33 |
| - | 6013 | Croom, . . . | 44 | 28 | | 5 | Total, . . . | 252 | 147 |
| | 6 | Total, . . . | 624 | 359 | | | | | |
| | | | | | | | KING'S. | | |
| | | TIPPERARY. | | | 36 | 7989 | Parsonstown, . . . | 50 | 24 |
| 36 | 3414 | Roscrea, . . . | 44 | 30 | 41 | 3364 | Edenderry, . . . | 32 | 13 |
| - | 3519 | Nenagh, . . . | 48 | 26 | - | 3446 | Tullamore, . . . | 69 | 38 |
| - | 9031 | Borrisokane, . . . | 16 | 11 | | 3 | Total, . . . | 142 | 75 |
| 43 | 2647 | Thurles, . . . | 58 | 40 | | | | | |
| 44 | 3842 | Tipperary, . . . | 117 | 71 | | | | | |
| 45 | 3263 | Camel, . . . | 92 | 55 | | | LONGFORD. | | |
| - | 3445 | Clogheen, . . . | 71 | 47 | | | | | |
| - | 3546 | Carrick-on-Suir, . . . | 78 | 43 | 28 | 3368 | Longford, . . . | 64 | 46 |
| - | 12363 | Clonmel, . . . | 63 | 25 | - | 3566 | Granard, . . . | 32 | 23 |
| | 9 | Total, . . . | 587 | 348 | 33 | 6811 | Ballymahon, . . . | 16 | 11 |
| | | | | | | 3 | Total, . . . | 112 | 80 |
| | | | | | | | | | |
| | | WATERFORD. | | | | | LOUTH. | | |
| 46 | 3418 | Lismore, . . . | 29 | 23 | | | | | |
| 47 | 12291 | Dungarvan, . . . | 76 | 53 | 35 | 3377 | Dundalk, . . . | 53 | 26 |
| - | 3826 | Waterford, . . . | 207 | 161 | - | 3382 | Ardee, . . . | 42 | 22 |
| - | 6745 | Kilmacthomas, . . . | 32 | 16 | | 2 | Total, . . . | 95 | 50 |
| | 4 | Total, . . . | 344 | 191 | | | | | |

* Glin Union has been amalgamated with surrounding Unions.

L.—LIST of ONE HUNDRED and FIFTY-SEVEN WORKHOUSE SCHOOLS in connection on 31st December, 1891, with the total number of Pupils on Rolls, the Average Daily Attendance of Pupils, and the number of the Teaching Staff, as returned for the year ended 31st December, 1891—continued.

| District. | Roll No. | County and School. | Total No. of Pupils on Rolls. | Average Attendance. | District. | Roll No. | County and School. | Total No. of Pupils on Rolls. | Average Attendance. |
|-------------------|----------|---------------------|-------------------------------|---------------------|--------------------|----------|----------------------|-------------------------------|---------------------|
| MEATH. | | | | | GALWAY—CON. | | | | |
| 25 | 3340 | Drogheda, . . . | 32 | 9 | 34 | 5892 | Oughterard, . . . | 13 | |
| 28 | 3410 | Kells, . . . | 18 | 9 | 35 | 3386 | Loughrea, . . . | 27 | |
| - | 3544 | Oldcastle, . . . | 25 | 13 | - | 6568 | Mounthallow, . . . | 15 | |
| - | 14036 | Trim District, &c. | 101 | 62 | - | 6734 | Portumna, . . . | 28 | |
| - | 14106 | Do, . . . | 112 | 79 | - | 7019 | Ballinasloe, . . . | 58 | |
| | 5 | Total, . . . | 238 | 172 | 42 | 3379 | Gort, . . . | 30 | |
| | | | | | | 10 | Total, . . . | 355 | |
| QUEEN'S. | | | | | LEITRIM. | | | | |
| 41 | 4315 | Mountmellick, . . | 31 | 19 | 12 | 3669 | Manorhamilton, . . | 36 | |
| - | 10810 | Abbeyfeix, . . . | 49 | 36 | 31 | 3333 | Car, or Shannoe, . . | 52 | |
| | 2 | Total, . . . | 80 | 57 | 29 | 3419 | Mohill, . . . | 44 | |
| | | | | | | 3 | Total, . . . | 132 | |
| WESTMEATH. | | | | | MAYO. | | | | |
| 33 | 3650 | Mullingar, . . . | 53 | 22 | 20 | 3859 | Ballina, . . . | 51 | |
| - | 6966 | Dodrin, . . . | 42 | 32 | - | 8474 | Belmullet, . . . | 17 | |
| 35 | 3274 | Athlone, . . . | 101 | 36 | - | 9221 | Killala, . . . | 8 | |
| | 3 | Total, . . . | 196 | 92 | 21 | 4896 | Swinsford, . . . | 31 | |
| | | | | | 26 | 4253 | Castlebar, . . . | 20 | |
| WEXFORD. | | | | | - | 4727 | Westport, . . . | 25 | |
| 49 | 3320 | New Ross, . . . | 116 | 68 | 32 | 5117 | Ballinrobe, . . . | 45 | |
| 50 | 3503 | Wexford, . . . | 89 | 42 | - | 6143 | Claremorris, . . . | 39 | |
| - | 5674 | Fanningborough, . . | 86 | 50 | | 8 | Total, . . . | 228 | |
| - | 10854 | Gorey, . . . | 35 | 20 | | | | | |
| | 4 | Total, . . . | 326 | 180 | | | | | |
| | | | | | ROSCOMMON. | | | | |
| WICKLOW. | | | | | 22 | 3389 | Boyle, . . . | 71 | |
| 40 | 3383 | Rathdrum, . . . | 60 | 33 | 27 | 3878 | Roscommon, . . . | 33 | |
| 40a | 3879 | Shillelagh, . . . | 30 | 19 | - | 4938 | Castleroa, . . . | 51 | |
| 44 | 11180 | Balinglass, . . . | 31 | 17 | - | 6122 | Strokestown, . . . | 19 | |
| | 3 | Total, . . . | 121 | 69 | | 4 | Total, . . . | 174 | |
| | | | | | SLEIGO. | | | | |
| GALWAY. | | | | | 12 | 3339 | Sligo, . . . | 47 | |
| 27 | 6733 | Glennamaddy, . . . | 26 | 13 | 20 | 6500 | Dromore West, . . | 11 | |
| 32 | 5448 | Tuam, . . . | 41 | 23 | 21 | 8219 | Tobocurry, . . . | 21 | |
| 34 | 3365 | Galway, . . . | 92 | 47 | | | | | |
| - | 5328 | Clifden, . . . | 26 | 9 | 3 | | Total, . . . | 79 | |

SUMMARY of WORKHOUSE SCHOOLS in CONNEXION.

| County. | Total No. of Pupils on Rolls. | Average Attendance. | No. of Schools. | County. | Total No. of Pupils on Rolls. | Average Attendance. |
|---------------------------|-------------------------------|---------------------|-----------------|--------------------------|-------------------------------|---------------------|
| 1 Antrim, | 794 | 394 | 3 | King's, | 142 | 75 |
| 2 Armagh, | 124 | 48 | 3 | Longford, | 112 | 80 |
| 3 Carrick, | 136 | 73 | 2 | Louth, | 95 | 50 |
| 4 Donegal, | 148 | 79 | 5 | Meath, | 288 | 172 |
| 5 Down, | 127 | 61 | 2 | Queen's, | 89 | 57 |
| 6 Fermanagh, | 91 | 42 | 3 | Westmeath, | 198 | 92 |
| 7 Londonderry, | 181 | 84 | 4 | Wexford, | 326 | 180 |
| 8 Monaghan, | 79 | 50 | 3 | Wicklow, | 121 | 69 |
| 9 Tyrone, | 162 | 87 | | | | |
| 10 Total for Ulster, . . | 1,842 | 828 | 37 | Total for Leinster, . . | 2,474 | 1,403 |
| 11 Clare, | 263 | 258 | 3 | Galway, | 355 | 202 |
| 12 Cork, | 1,139 | 690 | 8 | Leitrim, | 132 | 84 |
| 13 Kerry, | 376 | 231 | 4 | Mayo, | 238 | 145 |
| 14 Limerick, | 634 | 359 | 5 | Reconmen, | 174 | 117 |
| 15 Tipperary, | 587 | 348 | | Sligo, | 79 | 55 |
| 16 Waterford, | 344 | 191 | 28 | Total for Connaught, . . | 968 | 603 |
| 17 Total for Munster, . . | 3,433 | 1,977 | 42 | Schools in Ulster, . . | 1,842 | 828 |
| 18 Carlow, | 62 | 34 | 50 | " in Munster, . . | 3,433 | 1,977 |
| 19 Dublin, | 695 | 394 | 37 | " in Leinster, . . | 2,474 | 1,403 |
| 20 Kildare, | 105 | 53 | 28 | " in Connaught, . . | 968 | 603 |
| 21 Kilkenny, | 252 | 147 | 157 | Gross Total, | 8,717 | 4,811 |

The number of TEACHERS employed in these SCHOOLS on 31st December, 1891, according to the Returns received from the different Clerks of Unions is set forth in the following Table :—

| Class. | Principals. | | Assistants. | | Total. | | Total. |
|---------------------------|-------------|----------|-------------|----------|--------|----------|--------|
| | Males. | Females. | Males. | Females. | Males. | Females. | |
| Untrained, | 4 | 13 | 1 | 1 | 5 | 14 | 19 |
| 3 ^d , | 12 | 15 | 3 | 5 | 15 | 20 | 35 |
| 3 ^d , | 44 | 82 | 6 | 12 | 50 | 94 | 144 |
| 2 ^d , | 4 | 6 | . | 1 | 4 | 7 | 11 |
| 2 ^d , | 15 | 26 | 2 | 2 | 17 | 28 | 45 |
| 1 st , | 1 | 3 | 1 | . | 2 | 3 | 5 |
| 1 st , | . | . | . | . | . | . | . |
| Total, | 80 | 145 | 13 | 21 | 93 | 166 | 259 |
| | 235* | | 44 | | | | |
| Gross Total, | 239 | | | | | | |

* In addition to the above, seventeen departments were conducted by nuns, viz., Youghal, Skibbereen, Limerick, Cleeve, Thurles, Celbridge, Collon, Granard, New Ross, Galway, Carrick-on-Scir, Thomastown, North Dublin, Ennisceorthy, Mohill, Trim, and Tullamore.

II.—LIST of THREE LUNATIC ASYLUM SCHOOLS in connexion on 31st December, 1891.

| County. | District. | Roll No. | School. | Parish. |
|-----------------|-----------|----------|----------------------|----------------|
| Dublin, | 39 | 8,865 | Richmond, m. | Grangeogorman. |
| Sligo, | — | 8,866 | Ditto, f. | Ditto. |
| Sligo, | 12 | 9,032 | Sligo, | Kilmacshagna. |

III.—CONVENT AND MONASTERY SCHOOLS.

I. Convent Schools paid by Capitation. II. Convent Schools paid by Classification. III. Monastery Schools paid by Capitation. IV. Monastery Schools paid by Classification.

I.—TWO HUNDRED AND FORTY-SIX CONVENT SCHOOLS PAID BY CAPITATION.

| Roll No. | District | School. | Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1851. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1851. | Roll No. | District | School. | Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1851. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1851. |
|---------------------|----------|----------------------|---|--|----------|----------|-----------------------|---|--|
| ULSTER. | | | | | | | | | |
| Co. ANTRIM. | | | | | | | | | |
| 7059 | 8 | Crumlin-road, f. | 435 | 231 | 6169 | 2 | St. Columba's (2), f. | 591 | 321 |
| 10595 | - | St. Catherine's, f. | 459 | 235 | 13212 | - | St. Patrick's (2), f. | 691 | 351 |
| 10671 | - | Castle-st. (Lish'n), | 290 | 104 | 14907 | 7 | St. Mary's, | | |
| 13187 | - | Do. . . i. | 102 | 47 | | | Magherafelt, . | 174 | 81 |
| 13843 | - | Star of the Sea, f. | 294 | 126 | | | | | |
| 14138 | - | St. Joseph's, Crum- | | | | 3 | Total, . . | 1,756 | 935 |
| | | lin-road, . f. | 247 | 73 | | | | | |
| 9056 | 9 | St. Malachy's, f. | 578 | 265 | | | | | |
| | 7 | Total, . . | 2,815 | 1,071 | | | | | |
| Co. ARMAUGH. | | | | | | | | | |
| 9719 | 11 | Edward-street, f. | 508 | 253 | 10110 | 6 | Strahane, . f. | 522 | 221 |
| | - | Do. . . evg. | 287 | 86 | 6328 | 14 | Omagh, . f. | 362 | 191 |
| 8220 | 16 | Mt. St. Catherine's, | 396 | 246 | 9682 | 15 | Ley, . . f. | 362 | 191 |
| 10636 | - | Kewdy, . f. | 233 | 133 | 13437 | - | Do., . . evg. | 144 | 76 |
| 7508 | 19 | Canal-street, f. | 557 | 263 | | | Total, . . | 1,330 | 761 |
| 13898 | - | Magherafelt, . | 218 | 105 | | | | | |
| | 5 | Total, . . | 2,199 | 1,085 | | | | | |
| Co. CAVAN. | | | | | | | | | |
| 8490 | 23 | Cavan, . . f. | 394 | 184 | 3323 | 42 | Killalee, . f. | 165 | 81 |
| 10176 | - | Ballyjamesduff, f. | 200 | 106 | 10644 | - | Ennismayon, f. | 335 | 171 |
| 11789 | - | Belturbet, . f. | 254 | 136 | 12962 | - | Tully, . f. | 258 | 141 |
| 12093 | 24 | Cootehill, . i. | 136 | 60 | 7315 | 45 | Ennis, . f. | 152 | 76 |
| | | Total, . . | 984 | 486 | 11800 | - | Kilkee, . f. | 294 | 141 |
| | | | | | 13374 | - | Kilrue, . f. | 649 | 341 |
| | 4 | Total, . . | | | | 6 | Total, . . | 2,444 | 1,251 |
| Co. DONEGAL. | | | | | | | | | |
| 2055 | 2 | Glenties, . . | 156 | 82 | 512 | 48 | Midleton, . f. | 701 | 401 |
| 9270 | - | Moira, . . f. | 169 | 96 | 3828 | - | Youghal, . f. | 731 | 381 |
| 10889 | - | St. Patrick's, f. | 217 | 100 | 6376 | - | Queenstown, f. | 815 | 421 |
| 7598 | 5 | Ballyshannon (2), | 186 | 117 | 13450 | - | Rushbrook, f. | 131 | 61 |
| | | Total, . . | 718 | 395 | 1541 | 52 | Charleville, f. | 136 | 61 |
| | | | | | 13031 | - | St. Joseph's, i. | 299 | 150 |
| | | | | | 2278 | 55 | Millstreet, . f. | 489 | 251 |
| | | | | | 10047 | - | Macroom, . f. | 635 | 331 |
| | | | | | 10232 | - | Kanturk, . f. | 257 | 131 |
| | | | | | 2258 | 56 | Fermoy, . f. | 694 | 351 |
| | | | | | 4268 | - | Donerail, . f. | 292 | 151 |
| | | | | | 4636 | - | Mallow, . f. | 547 | 281 |
| | | | | | 11855 | - | Buttevant, . f. | 212 | 101 |
| | | | | | 12791 | - | Mitchelstown, f. | 478 | 251 |
| 10253 | 17 | Mt. St. Patrick, f. | 360 | 200 | 9181 | 58 | Bantry, . f. | 424 | 241 |
| 243 | 19 | High-street, f. | 732 | 363 | 13372 | - | St. Patrick's, m.i. | 129 | 61 |
| 9725 | - | Rostrevor, . f. | 148 | 72 | 7651 | 59 | Clonakilty, . f. | 464 | 241 |
| 13782 | - | Warrenpoint, f. | 173 | 105 | 8439 | - | Skibbereen, f. | 410 | 211 |
| | | Total, . . | 1,413 | 740 | 13061 | - | St. Mary's, . f. | 337 | 171 |
| | | | | | 13062 | - | do., inf. | 381 | 191 |

I.—TWO HUNDRED AND FORTY-SIX CONVENT SCHOOLS PAID BY CAPITATION—*con.*

| Roll No. | District. | School. | Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. | Roll No. | District. | School. | Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. |
|----------------|-----------|------------------------------|---|--|--------------------|-----------|------------------------------------|---|--|
| MUNSTER—con. | | | | | MUNSTER—con. | | | | |
| Co. CORK—con. | | | | | Co. TIPPERARY—con. | | | | |
| 4572 | 60 | Kinsale, . f. | 774 | 445 | 7232 | - | Drangan, . f. | 263 | 117 |
| 5357 | - | Bandon, . f. | 625 | 420 | 8905 | - | Fethard, . f. | 397 | 197 |
| 6155 | - | St. Finbar's, f. | 1,053 | 947 | 10126 | - | Cahir, . f. | 494 | 270 |
| 15691 | - | St. Vincent's, f. | 1,255 | 669 | 10437 | - | Ballyparson, f. | 234 | 135 |
| 43105 | - | Clarence-street, f. | 2,093 | 878 | 11872 | - | Charick-on-Suir, f. | 769 | 478 |
| 5940 | 60a | Blackrock, . f. | 169 | 103 | 12349 | - | Morton-street, f. | 645 | 298 |
| 6228 | - | St. Joseph's, f. | 1,619 | 512 | 13107 | - | St. Joseph's (Charick-on-Suir), f. | 381 | 164 |
| 8414 | - | Passage West, f. | 382 | 215 | 13186 | - | Clogheen, . inf. | 179 | 90 |
| | 28 | Total, . . | 16,675 | 9,171 | 13494 | - | New Inn, . f. | 163 | 88 |
| Co. KERRY. | | | | | Total, . . | | | | |
| 4062 | 39 | Listowel, . f. | 719 | 430 | | 20 | | 7,211 | 3,961 |
| 11819 | - | Lixnaw, . f. | 220 | 120 | | | Co. WATERFORD. | | |
| 12333 | - | Ballyhunis, f. | 184 | 105 | 3226 | 48 | Cappoquin, f. | 508 | 176 |
| 1859 | 54 | Milltown, . f. | 279 | 127 | 12911 | - | Lismore, . f. | 294 | 198 |
| 6215 | - | Castleisland, f. | 682 | 415 | 11556 | 49 | Kilmacthomas, f. | 109 | 92 |
| 13530 | - | Moyderwell, f. | 648 | 380 | 11944 | - | Waterford, . f. | 587 | 192 |
| 13615 | - | Tralee (2), f. | 345 | 202 | 13007 | - | Perrybank, f. | 239 | 111 |
| 10950 | 57 | St. Gertrude's, f. | 81 | 42 | 12087 | - | Dungarven (2), f. | 404 | 238 |
| 11799 | - | Sweeny, . f. | 214 | 116 | 12334 | - | Star of the Sea, f. | 326 | 156 |
| | 9 | Total, . . | 3,371 | 1,935 | 12403 | - | St. Joseph's, f. | 1,161 | 557 |
| Co. LIMERICK. | | | | | 12922 | - | Portlaw, . f. | 343 | 182 |
| 7459 | 39 | Abbeyfeale, . f. | 602 | 359 | 12535 | - | St. John's (2), f. | 530 | 250 |
| 10106 | 46 | Doon, . f. | 294 | 161 | 12578 | - | Dunmore, East, f. | 152 | 84 |
| 13680 | - | Hospital, . f. | 244 | 192 | 13020 | - | Strathally, . f. | 167 | 82 |
| 570 | 51 | SS. Mary and Munchin's, . f. | 835 | 494 | 13180 | 53 | Cloamell, f. | 519 | 220 |
| 5143 | - | Perry-square, f. | 959 | 426 | | 13 | Total, . . | 5,179 | 2,541 |
| 5547 | - | Seaton-street, f. | 1,285 | 584 | LEINSTER. | | | | |
| 6936 | - | St. John's-sq., f. | 1,088 | 557 | Co. CARLOW. | | | | |
| 9296 | - | Adare, . f. | 181 | 101 | 656 | 44 | Carlow, . f. | 453 | 230 |
| 10634 | - | Mt. St. Vincent, f. | 394 | 100 | 10010 | - | Do, . inf. | 195 | 107 |
| 11197 | - | Bruff, . f. | 343 | 193 | 13507 | - | Tullow, . f. | 340 | 171 |
| 6032 | 52 | St. Catherine's, f. | 537 | 189 | 1926 | 47 | Bagnalstown, f. | 529 | 265 |
| 6569 | - | St. Anne's, . f. | 354 | 227 | | 4 | Total, . . | 1,517 | 773 |
| 12975 | - | St. Joseph's, inf. | 372 | 204 | Co. DUBLIN. | | | | |
| 13716 | - | St. Mary's, m. i. | 244 | 144 | 1149 | 30 | King's Inns-st., f. | 1,385 | 755 |
| 13400 | 51 | Ballingarry, f. | 335 | 211 | 5933 | - | George's-hill, f. | 1,049 | 488 |
| | 15 | Total, . . | 7,565 | 4,092 | 9832 | - | Manor-street, f. | 876 | 457 |
| Co. TIPPERARY. | | | | | 11883 | - | Baldylea, . f. | 258 | 149 |
| 2133 | 36 | Airhill, . f. | 362 | 202 | 12408 | - | Cabra, . f. | 198 | 118 |
| 7392 | - | Nenagh, . f. | 506 | 267 | 12448 | - | Gardiner-street, f. | 2,209 | 1,083 |
| 13371 | - | Borrisokane, f. | 248 | 149 | 715 | 30a | Loxton, . f. | 312 | 160 |
| 3406 | 43 | Beersaleigh, f. | 160 | 101 | 2018 | 37 | Baginbally-street, f. | 2,071 | 840 |
| 4063 | - | Thurles, . f. | 696 | 436 | 7082 | - | Leeson-lane, f. | 998 | 347 |
| 5407 | - | Templemore, f. | 256 | 153 | 7546 | - | Golden Bridge, f. | 909 | 402 |
| 10679 | - | Ballingarry, f. | 187 | 107 | 7883 | - | Ciondalkin, f. | 333 | 191 |
| 12761 | - | Tonagh, . f. | 109 | 43 | 11064 | - | Weaver's-square, f. | 1,649 | 806 |
| 9432 | 46 | Tipperrary, . f. | 639 | 325 | 12471 | - | Our Lady's Mount, f. | 615 | 279 |
| 581 | 53 | Cahel, . f. | 568 | 272 | 721 | - | Blackrock, . f. | 548 | 286 |
| 4133 | - | Clogheen, . f. | 114 | 73 | 1985 | - | Boosterstown, f. | 300 | 182 |
| | | | | | 5690 | - | Kingstown, . f. | 1,114 | 765 |

L.—TWO HUNDRED AND FORTY-SIX CONVENT SCHOOLS PAID BY CAPITATION—CON.

| Roll No. | District | School | Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1890. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. | Roll No. | District | School | Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. |
|----------|----------|------------------------------------|---|--|----------|----------|---------------------|---|--|
| | | LEINSTER—con. | | | | | LEINSTER—con. | | |
| | | Co. DUBLIN—con. | | | | | Co. LOUTH. | | |
| 11832 | 40 | Mount Anville, f. | 150 | 82 | 851 | 25 | Dragheda, . f. | 875 | 498 |
| 12509 | - | St. Anne's, . f. | 254 | 131 | 5387 | - | Dundalk (2), . f. | 1,331 | 735 |
| 729 | 40a | Loretto, . f. | 129 | 70 | 8445 | - | Ardee (2), . f. | 337 | 176 |
| 7182 | - | Dulkey, . f. | 344 | 186 | 10475 | - | Dragheda, . i. | 399 | 299 |
| 7608 | - | Glasthule, . f. | 351 | 193 | | 4 | Total, . . | 2,921 | 1,559 |
| 11369 | - | Townsend-street, f. | 1,275 | 573 | | | Co. MEATH. | | |
| 13611 | - | Warrenmount, f. | 791 | 339 | 8652 | 25 | St. Mary's, . f. | 424 | 260 |
| 13612 | - | St. Joseph's, Tere- nure, . . . | 422 | 219 | 7472 | 29 | Navan (2), . f. | 705 | 410 |
| | | Total, . . | 18,632 | 9,053 | 10913 | - | Trim, . . f. | 378 | 268 |
| | 24 | | | | 12068 | - | Kells, . . f. | 554 | 366 |
| | | Co. KILDARE. | | | | 4 | Total, . . | 2,061 | 1,257 |
| | | Maynooth, . f. | 250 | 137 | | | QUEEN'S CO. | | |
| 1151 | - | Clane, . . f. | 141 | 91 | 1556 | 41 | Ballyrasa, . f. | 132 | 76 |
| 3246 | - | Nana, . . f. | 495 | 260 | 3526 | - | Albany, . f. | 301 | 173 |
| 11976 | - | Kilcock, . f. | 247 | 160 | 7183 | - | Mountmellick, f. | 375 | 205 |
| 771 | 44 | Kildare, . f. | 547 | 198 | 7442 | - | Borris-in-Osney, f. | 173 | 108 |
| 4937 | - | St. Michael's, f. | 657 | 337 | 13343 | - | Castle-street, f. | 251 | 121 |
| 11745 | - | Great Connell, f. | 282 | 124 | 13386 | - | Maryborough, f. | 510 | 255 |
| 11806 | - | Kilcullen, . f. | 224 | 104 | 6497 | 44 | Stradbally, . f. | 266 | 151 |
| | 8 | Total, . . | 2,643 | 1,371 | | 7 | Total, . . | 2,008 | 1,089 |
| | | Co. KILKENNY. | | | | | Co. WESTMEATH. | | |
| 806 | 47 | Kilkenny, . f. | 775 | 445 | 334 | 33 | Mullingar, . f. | 474 | 301 |
| 1815 | - | Paulstown, . f. | 113 | 62 | 9674 | - | Reeford Bridge, f. | 168 | 101 |
| 9134 | - | Gravelbridge, f. | 152 | 75 | 8682 | - | Meate, . . f. | 323 | 187 |
| 10478 | - | St. Patrick's, f. | 364 | 175 | 13417 | 35 | St. Mary's, . f. | 273 | 149 |
| 10635 | - | Castlecomer, f. | 424 | 265 | 12179 | 41 | Kilbeggan, . f. | 278 | 135 |
| 13675 | - | Callan Lodge, f. | 435 | 227 | | 5 | Total, . . | 1,516 | 843 |
| 5437 | 49 | Monacoan, . f. | 177 | 106 | | | Co. WEXFORD. | | |
| | 7 | Total, . . | 2,440 | 1,355 | 867 | 49 | New Ross (1), f. | 457 | 251 |
| | | KING'S CO. | | | 9047 | - | Do. (2), . f. | 356 | 206 |
| 3220 | 56 | Birr, . . . f. | 374 | 225 | 10522 | - | Ramsgange, . f. | 141 | 70 |
| 5913 | - | Frankford, . f. | 242 | 149 | 969 | 50 | Wexford, . f. | 933 | 571 |
| 13503 | - | St. Rynagh's (Ban- agher), . f. | 233 | 113 | 3634 | - | Newtownbarry, f. | 161 | 97 |
| 823 | 41 | Kilbina, . . f. | 203 | 107 | 3824 | - | Gorey, . . f. | 249 | 140 |
| 2060 | - | Tullamore, . f. | 711 | 348 | 4949 | - | Wexford (2), inf. | 380 | 191 |
| 7471 | - | Portlannington, f. | 342 | 160 | 6058 | - | Ennisceorthy, f. | 580 | 279 |
| 13118 | - | Clara, . . f. | 573 | 217 | 0221 | - | Templeshannon, f. | 424 | 266 |
| | 7 | Total, . . | 2,478 | 1,369 | 11561 | - | Fayth, . . f. | 503 | 340 |
| | | Co. LONGFORD. | | | 11866 | - | Summerhill, . f. | 300 | 131 |
| 10701 | 28 | Gweedagh, . f. | 254 | 122 | 12966 | - | Wexford (2), f. | 263 | 114 |
| 12942 | - | St. Joseph's, f. | 555 | 300 | | 12 | Total, . . | 4,762 | 2,600 |
| 13655 | 33 | Ballymahon, f. | 173 | 90 | 2277 | 40 | Co. WICKLOW. | | |
| | 3 | Total, . . | 982 | 512 | 5237 | - | Arklow, . . f. | 235 | 127 |
| | | | | | 7180 | - | Delgany, . . f. | 104 | 50 |
| | | | | | 10162 | - | Bray (2), . . f. | 392 | 214 |
| | | | | | 10418 | - | St. Michael's, f. | 111 | 67 |
| | | | | | 13642 | - | Wicklow, . . f. | 339 | 206 |
| | | | | | 972 | 44 | Arklow, . . f. | 217 | 140 |
| | | | | | | | Baltinglass, . | 268 | 129 |
| | | | | | | 7 | Total, . . | 1,608 | 853 |

II.—TWO HUNDRED AND FORTY-SIX CONVENT SCHOOLS PAID BY CAPITATION—*CON.*

| Roll No. | District. | School. | Total No. of Pupils any time on Roll within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. | Roll No. | District. | School. | Total No. of Pupils any time on Roll within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. |
|----------|-----------|----------------------|---|--|----------|-----------|---------------------------------|---|--|
| | | CONNAUGHT. | | | | | CONNAUGHT-- CON. | | |
| | | Co. GALWAY. | | | | | Co. MAYO. | | |
| 12234 | 32 | Tuan, . . . f. | 363 | 181 | 7713 | 21 | Swineford, . . f. | 225 | 144 |
| 12250 | - | Do. (2), . . f. | 456 | 254 | 13302 | - | St. Fran. Xavier's, f. | 417 | 211 |
| 1013 | 34 | Rahoon, . . . f. | 658 | 327 | 12254 | 26 | Castlebar, . . f. | 540 | 307 |
| 4515 | - | Newtownsmith, f. | 767 | 384 | 12255 | - | St. Patrick's, . . f. | 667 | 406 |
| 12243 | - | Carna, . . . f. | 129 | 43 | 12517 | - | St. Joseph's, . . f. | 315 | 181 |
| 13190 | - | Cliffen, . . . f. | 260 | 116 | 12249 | 32 | Mt. St. Michael's, f. | 663 | 261 |
| 13439 | - | Oughtierd, . . f. | 367 | 171 | 13502 | - | Ballinrobe, . . f. | 451 | 251 |
| 12101 | 34a | Clarensbridge, f. | 221 | 106 | | 7 | Total, . . . | 3,304 | 1,761 |
| 13363 | - | Oranmore, . . f. | 108 | 87 | | | Co. ROSCOMMON. | | |
| 6632 | 35 | St. Vincent's, . f. | 535 | 255 | 10520 | 23 | Abbeytown, . . f. | 373 | 193 |
| 6839 | - | Ballinacloe, . f. | 546 | 286 | 6908 | 27 | Strokestown, . . f. | 256 | 119 |
| 12371 | - | St. Joseph's, . . f. | 231 | 127 | 7238 | - | Roscommon, . . f. | 404 | 265 |
| 11767 | 42 | Kinvara, . . . f. | 162 | 100 | 10090 | - | Abbeycarron, . . f. | 258 | 142 |
| 13206 | - | Gort (2), . . . f. | 392 | 223 | 13196 | - | Mt. Anne's, . . . f. | 487 | 304 |
| | | | | | 7722 | 35 | St. Peter's, . . . f. | 425 | 236 |
| | 14 | Total, . . . | 5,325 | 2,661 | 12754 | - | St. Joseph's, Summerhill, . . . | 121 | 66 |
| | | | | | | 7 | Total, . . . | 2,325 | 1,325 |
| | | Co. LEITRIM. | | | | | Co. SLIGO. | | |
| 11770 | 29 | Mohill, . . . f. | 239 | 103 | | 12 | St. Patrick's, . . f. | 731 | 546 |
| 12940 | 31 | Car-on-Shan., . f. | 349 | 239 | 13240 | 21 | Banada, . . . | 183 | 96 |
| 13614 | - | Ballinamore, . . f. | 183 | 90 | 11887 | | Total, . . . | 974 | 642 |
| | 3 | Total, . . . | 776 | 491 | | 3 | | | |

SUMMARY OF CONVENT SCHOOLS PAID BY CAPITATION.

| No. of Schools. | County. | Total No. of Pupils on Rolls. | Average attendance. | No. of Schools. | County. | Total No. of Pupils on Rolls. | Average attendance. |
|-----------------|--------------------------|-------------------------------|---------------------|-----------------|--|-------------------------------|---------------------|
| 7 | Astrin, . . . | 2,315 | 1,071 | 3 | Longford, . . . | 963 | 512 |
| 5 | Armagh, . . . | 2,189 | 1,065 | 4 | Louth, . . . | 2,921 | 1,639 |
| 4 | Cavan, . . . | 984 | 486 | 4 | Monagh, . . . | 2,661 | 1,257 |
| 4 | Donegal, . . . | 718 | 395 | 7 | Queen's, . . . | 2,008 | 1,089 |
| 4 | Down, . . . | 1,415 | 740 | 5 | Westmeath, . . . | 1,516 | 843 |
| - | Fermanagh, . . . | - | - | 12 | Wexford, . . . | 4,782 | 2,608 |
| 3 | Londonderry, . . . | 1,756 | 916 | 7 | Wicklow, . . . | 1,598 | 933 |
| - | Monaghan, . . . | - | - | | | | |
| 3 | Tyrone, . . . | 1,330 | 707 | 82 | Total for Leinster, . . . | 43,558 | 22,822 |
| 30 | Total for Ulster, . . . | 10,715 | 5,400 | 14 | Galway, . . . | 5,325 | 2,661 |
| 6 | Clare, . . . | 2,444 | 1,274 | 3 | Leitrim, . . . | 776 | 491 |
| 20 | Cork, . . . | 16,675 | 9,171 | 7 | Mayo, . . . | 3,394 | 1,761 |
| 9 | Kerry, . . . | 3,371 | 1,935 | 2 | Roscommon, . . . | 2,325 | 1,325 |
| 15 | Limerick, . . . | 7,563 | 4,003 | 3 | Sligo, . . . | 974 | 642 |
| 20 | Tipperary, . . . | 7,211 | 3,961 | 33 | Total for Connaught, . . . | 12,704 | 6,889 |
| 13 | Waterford, . . . | 5,179 | 2,541 | | | | |
| 91 | Total for Munster, . . . | 43,445 | 22,964 | 30 | Schools in Ulster, . . . | 10,715 | 5,400 |
| 4 | Carlow, . . . | 1,517 | 773 | 91 | " Munster, . . . | 42,445 | 22,964 |
| 24 | Dublin, . . . | 18,632 | 9,033 | 92 | " Leinster, . . . | 43,558 | 22,822 |
| 8 | Kildare, . . . | 2,643 | 1,371 | 33 | " Connaught, . . . | 12,704 | 6,889 |
| 7 | Kilkenny, . . . | 2,440 | 1,355 | 246 | Gross Total of Convent Capitation Cases, . . . | 109,422 | 58,066 |
| 7 | King's, . . . | 2,478 | 1,369 | | | | |

II.—TWENTY-FIVE CONVENT SCHOOLS PAID BY CLASSIFICATION.

| Roll No. | District | School. | Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1890. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. | Roll No. | District | School. | Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. |
|-----------------------|----------|--------------------|--|--|-----------------------|----------|--|--|--|
| ULSTER. | | | | | Co. WATERFORD. | | | | |
| Co. ARMAGH. | | | | | 1289 | 48 | Tallow, f. | 156 | 56 |
| 12441 | 11 | Petrolown, f. | 110 | 48 | 11461 | 49 | Dungannon, f. | 298 | 119 |
| 13405 | - | Do. evg. | 167 | 81 | 13473 | - | Do., l. | 350 | 123 |
| 11752 | 18 | Middletown(2), f. | 201 | 103 | 3 | | Total, . | 792 | 415 |
| | 3 | Total, . | 478 | 232 | LEINSTER. | | | | |
| Co. FERMANAGH. | | | | | Co. DUBLIN. | | | | |
| 13401 | 13 | Enniskillen, f. | 322 | 167 | 13637 | 30 | Mount Sackville, f. | 84 | 45 |
| | 1 | Total, . | 822 | 167 | 1 | | Total, . | 84 | 45 |
| Co. MONAGHAN. | | | | | Co. KILDARE. | | | | |
| 359 | 18 | Monaghan, f. | 576 | 219 | 11336 | 41 | Rathangan, f. | 270 | 144 |
| 13899 | 24 | Carriekmacrees, f. | 336 | 181 | 1 | | Total, . | 270 | 144 |
| | 2 | Total, . | 712 | 400 | Co. LONGFORD. | | | | |
| MUNSTER. | | | | | 8546 | 28 | Newtownforbes, f. | 136 | 73 |
| Co. CORK. | | | | | 1 | | Total, . | 136 | 73 |
| 7419 | 48 | Corrigtreshill, . | 201 | 101 | Co. MEATH. | | | | |
| 13762 | 58 | Castletown, f. | 240 | 170 | 803 | 29 | Navan (1), . f. | 322 | 184 |
| 9474 | 60 | Crosshaven, f. | 396 | 229 | 1 | | Total, . | 322 | 184 |
| | 3 | Total, . | 837 | 500 | CONNAUGHT. | | | | |
| Co. KERRY. | | | | | Co. MAYO. | | | | |
| 538 | 54 | Dingle, . f. | 537 | 210 | 5315 | 20 | Ballina, . f. | 274 | 130 |
| 545 | - | Trillick, . f. | 819 | 444 | 12961 | - | Do., . inst. | 310 | 132 |
| 13742 | 55 | Rathmore, . f. | 323 | 197 | 2 | | Total, . | 584 | 262 |
| 13542 | 57 | Cabersiveen, f. | 512 | 280 | 25 | | Gross Total of Convent Classification Cases, . | 8,067 | 4,081 |
| 13051 | - | Killarney, . f. | 441 | 263 | | | | | |
| 13381 | - | Do. (2), . | 447 | 247 | | | | | |
| 8330 | 58 | Kenmare, . f. | 451 | 312 | | | | | |
| | 7 | Total, . | 3,580 | 2,059 | | | | | |

III.—THREE MONASTERY SCHOOLS PAID BY CAPITATION.

| Roll No. | District. | School. | Total No. of Pupils for any time on the Rolls within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. |
|-------------------|-----------|--|--|--|
| Co. CORK. | | | | |
| 5669 | 60 | Gt. George's-street, . . . m. | 602 | 350 |
| 5899 | - | Douglas-street, . . . m. | 1,134 | 530 |
| | 2 | Total, . . . | 1,816 | 880 |
| Co. KERRY. | | | | |
| 3635 | 54 | Milltown, m. | 185 | 117 |
| | 1 | Total, . . . | 185 | 117 |
| | 3 | Gross Total of Monastery Schools paid by Capitation, | 2,001 | 977 |

IV.—THIRTY-THREE MONASTERY SCHOOLS PAID BY CLASSIFICATION.

| Roll No. | District. | School. | Total No. of Pupils for any time on the Rolls within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. | Roll No. | District. | School. | Total No. of Pupils for any time on the Rolls within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. |
|------------------|-----------|----------------------------------|--|--|-----------------------|-----------|----------------------|--|--|
| MUNSTER. | | | | | MUNSTER—con. | | | | |
| Co. CORK. | | | | | Co. WATERFORD. | | | | |
| 1387 | 48 | Cove (1), . . . | 389 | 209 | 13566 | 49 | St. Stephen's, m. | 605 | 265 |
| 1392 | - | Do. (2), . . . | 412 | 207 | | 1 | Total, . . . | 605 | 265 |
| 13319 | 56 | Mallow, m. | 501 | 321 | | | LEINSTER. | | |
| 476 | 59 | St. Patrick's (Dunmanway), . . . | 304 | 175 | | | Co. CARLOW. | | |
| 1612 | 60 | Kinsale (1), . . m. | 336 | 157 | | | Tullow, . . . m. | 141 | 79 |
| 12473 | - | Greenmount, m. | 608 | 322 | 681 | 44 | Total, . . . | 141 | 79 |
| | 6 | Total, . . . | 2,511 | 1,391 | | 1 | Co. KILDARE. | | |
| | | Co. KERRY. | | | | | Kildare, . . . m. | 178 | 101 |
| 1793 | 57 | Killarney, . . m. | 265 | 184 | 12747 | 44 | Total, . . . | 178 | 101 |
| | 1 | Total, . . . | 265 | 184 | | 1 | Co. KILKENNY. | | |
| | | Co. TIPPERRARY. | | | | | St. Patrick's, m. | 231 | 107 |
| 13614 | 53 | Pethard, . . . m. | 202 | 113 | 13265 | 47 | Total, . . . | 231 | 107 |
| | 1 | Total, . . . | 202 | 113 | | 1 | | | |

IV.—THIRTY-THREE MONASTERY SCHOOLS PAID BY CLASSIFICATION—continued.

| Roll No. | District. | School. | Total No. of Pupils for any time on Rolls within the year ended 31st Dec., 1890. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1890. | Roll No. | District. | School. | Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1891. | Average Daily Attendance of Pupils for the Year ended 31st Dec., 1891. |
|----------------|-----------|-------------------|--|--|-------------|-----------|--|--|--|
| LEINSTER—con. | | | | | CONNAUGHT. | | | | |
| KING'S CO. | | | | | CO. GALWAY. | | | | |
| 12870 | 36 | St. Brendan's, m. | 276 | 168 | 12428 | 27 | Kilkerrin, . m. | 173 | 68 |
| 6583 | 41 | Clara, . m. | 364 | 207 | 12528 | 32 | Curry, . m. | 118 | 54 |
| | | | | | 10116 | 34 | Galway, . m. | 233 | 112 |
| | | | | | 12672 | - | Nun's Island, m. | 177 | 97 |
| | 2 | Total, . . | 640 | 355 | 12806 | - | Galway, . m. inf. | 377 | 145 |
| | | | | | 12765 | 34 | Carrabeg, . m. | 230 | 91 |
| CO. LOUTH. | | | | | | 6 | Total, . . | 1,308 | 584 |
| 2034 | 23 | Ardes, . m. | 238 | 115 | CO. MAYO. | | | | |
| 2085 | - | Do., . inf. | 90 | 65 | 13709 | 21 | St. John's (Ballagh-ndreen), m. | 238 | 111 |
| | 2 | Total, . . | 328 | 178 | 12621 | 26 | Treenaur, . m. | 158 | 54 |
| QUEEN'S CO. | | | | | 12727 | - | Errew, . m. | 94 | 39 |
| 918 | 41 | Castletown, . m. | 36 | 51 | 13130 | - | Bunnacurry, . m. | 74 | 43 |
| 7636 | - | Castle-street, m. | 227 | 115 | 13347 | - | St. Patrick's, m. | 364 | 194 |
| | 2 | Total, . . | 313 | 166 | | 5 | Total, . . | 928 | 441 |
| CO. WESTMEATH. | | | | | | | CO. ROSCOMMON. | | |
| 12904 | 35 | St. Mary's, m. | 203 | 129 | 12584 | 27 | Highlake, m. | 108 | 46 |
| 13756 | - | Do., prep. | 151 | 92 | 12357 | 32 | Granalban, m. | 181 | 77 |
| | 2 | Total, . . | 354 | 221 | | 2 | Total, . . | 289 | 123 |
| | | | | | | 53 | Gross Total of Monastery Classification Cases, . | 8,323 | 4,239 |

GENERAL SUMMARY.

| | PAID BY CAPITATION. | | | PAID BY CLASSIFICATION. | | | TOTAL. | | |
|------------------|---------------------|-------------------------------|---------------------------|-------------------------|-------------------------------|---------------------------|-----------------|-------------------------------|---------------------------|
| | No. of Schools. | Total No. of Pupils on Rolls. | Average Daily Attendance. | No. of Schools. | Total No. of Pupils on Rolls. | Average Daily Attendance. | No. of Schools. | Total No. of Pupils on Rolls. | Average Daily Attendance. |
| Convents, . . | 246 | 109,422 | 59,666 | 23 | 8,067 | 4,481 | 271 | 117,489 | 62,547 |
| Monasteries, . . | 3 | 2,001 | 977 | 33 | 8,323 | 4,239 | 36 | 10,324 | 5,266 |
| Total, . . | *349 | 111,423 | 59,643 | 56 | 16,390 | 8,720 | 507 | 127,813 | 67,813 |

* The number of Convent Capitation Schools in receipt of the 12s. grant was 232, and the number in receipt of the 10s. grant was 14; of this latter number 4 are Convents which have been only recently added, and which are provisionally paid at the rate of 10s., pending the result of the next Annual Examination. The 3 Monastery Capitation Schools are paid at the 12s. rate.

IV.—LIST OF 95 ISLAND SCHOOLS in connexion on 31st December, 1891.

| County. | Dist. | Roll No. | Name of School. | County. | Dist. | Roll No. | Name of School. |
|--------------|-------|----------|------------------------------|-----------|-------|----------|------------------------|
| Antrim, . | 4 | 9372 | Rathlin Island. | Galway, . | 34 | 11885 | Island Eady Island. |
| Donegal, . | 1 | 4739 | Gola " " | Do., . | - | 11938 | Inishnee " " |
| Do., . | - | 5164 | Tory " " | Do., . | - | 12338 | Inishmaize Island, m. |
| Do., . | - | 5273 | Owey " " | Do., . | - | 12339 | Do. f. |
| Do., . | - | 5466 | Rutland " " | Do., . | - | 12340 | Killaney, } Arran |
| Do., . | - | 5899 | Inishfree " " | Do., . | - | 12342 | Ought, } Island. |
| Do., . | - | 6571 | Arranmore (1) " " | Do., . | - | 12367 | Owey Island. |
| Do., . | - | 9794 | Inishkeeragh " " | Do., . | - | 12512 | Mason " " |
| Do., . | - | 10571 | Cruit " " | Do., . | - | 12641 | Annaghvane " " |
| Do., . | - | 11342 | Arranmore (2) " " | Do., . | - | 12642 | Inishbark " " |
| Do., . | - | 13862 | Inishmeen " " | Do., . | - | 12790 | Fennish " " |
| Do., . | 2 | 9980 | Inch " " | Do., . | - | 12826 | Inishbarr " " |
| Fermanagh, . | 6 | 8002 | Drummagishan } Do., . | Do., . | - | 12834 | Inishmacreer. |
| Do., . | - | 11833 | Boa " } Do., . | Do., . | - | 12901 | Knock Island. |
| Do., . | 13 | 7832 | Gulb Island. } Do., . | Do., . | - | 13030 | Inishkeeragh " " |
| Do., . | - | 11257 | Inishreeke Island. } Do., . | Do., . | - | 13043 | Inishmawar " " |
| Clare, . | 45 | 6649 | Coney " " | Do., . | - | 15044 | Lettercally, |
| Do., . | - | 10316 | Scattery " " | Do., . | - | - | on Lettermore " " |
| Do., . | - | 12018 | Low " " | Do., . | - | 13146 | Mynish " " |
| Cork, . | 43 | 3195 | Haulbowline " " | Do., . | - | 13322 | Inishear Island, m. |
| Do., . | - | 8918 | Spike " " | Do., . | - | 13323 | Do. f. |
| Do., . | 58 | 3868 | Leag " " | Do., . | - | 13416 | Lettermalles Island. |
| Do., . | - | 7335 | Hare " " | Do., . | - | 13526 | Tierree, m. } Gormona |
| Do., . | - | 7452 | Lawrence } Do., . | Do., . | - | 13527 | Do. f } Island. |
| Do., . | - | 7453 | Cove, m. } Bear | Do., . | - | 13528 | Drum, } Island. |
| Do., . | - | 7454 | Do. f. } Island. | Do., . | - | 13689 | Lettermore Island. |
| Do., . | - | 12249 | Dunsey Island. } Do., . | Do., . | - | 14103 | Inishturbot " " |
| Do., . | - | 13082 | Whiddy " " | Do., . | - | 14120 | Inishlacken. |
| Do., . | 59 | 539 | Cape Clear, m., Clear | Mayo, . | 26 | 2307 | Silvermore } Achill |
| Do., . | - | 1275 | Island. } Do., . | Do., . | - | 2308 | Dereena } Island. |
| Do., . | - | 1275 | Sharkin Island, m. } Do., . | Do., . | - | 2309 | Doega } Island. |
| Do., . | - | 2281 | Reengarogue Island. } Do., . | Do., . | - | 7957 | Inishbeg Island. |
| Do., . | - | 3557 | Cape Clear, f., Clear | Do., . | - | 8395 | Bunnacurry } Achill |
| Do., . | - | - | Island. } Do., . | Do., . | - | 8547 | Valley } Island. |
| Do., . | - | 4839 | Sharkin Island, f. } Do., . | Do., . | - | 9116 | Inishark Island. |
| Kerry, . | 54 | 9337 | Blasket Island. } Do., . | Do., . | - | 9557 | Bullmouth } Achill |
| Do., . | 57 | 7887 | Knights- } Do., . | Do., . | - | 10935 | Saula } Island. |
| Do., . | - | 7888 | town, m. } Do., . | Do., . | - | 12174 | Inishyre Island. |
| Do., . | - | 10721 | Do. f. } Do., . | Do., . | - | 12678 | Faamore |
| Do., . | - | 10722 | Do. f. } Do., . | Do., . | - | - | (Inishbeg) |
| Do., . | - | 10819 | Ballyhour- } Do., . | Do., . | - | 13120 | Bunnacurry Monast. |
| Do., . | - | 10820 | ney, m. } Do., . | Do., . | - | 13174 | St. Columba's, |
| Dublin, . | 90 | 6118 | Do. f. } Do., . | Do., . | - | - | Inishbark Island. |
| Galway, . | 20 | 13384 | Lemby Island. } Do., . | Do., . | - | 13177 | St. Bridget's, Clare " |
| Do., . | 34 | 6813 | Inniskeen " " | Do., . | - | 13311 | St. Patrick's, Clare " |
| Do., . | - | 10252 | Kilronayne, m., } Do., . | Do., . | - | 13357 | Callanmore " |
| Do., . | - | 11444 | Outquarter, } Do., . | Do., . | - | 13408 | Doega, m. } Achill |
| Do., . | - | 11738 | Kilronayne, f. } Do., . | Do., . | - | 13410 | Do. f. } Island. |
| Do., . | - | - | Tawin Island. } Do., . | Do., . | - | 13761 | Achillbeg Island. |
| | | | | Sligo, . | 12 | 13903 | Inishmore " |
| | | | | Do., . | - | 9016 | Coney " " |
| | | | | | - | 8847 | Inishmurray " |

V.—LIST OF THIRTY-TWO INDUSTRIAL DEPARTMENTS (under the Act) in connexion with recognised NATIONAL SCHOOLS on 31st December, 1891.

| District No. | Roll No. | Name and Locality of School. | Religious Order. |
|--------------|----------|------------------------------|-----------------------|
| 18 | 11752 | Middletown, co. Armagh. | Sisters of St. Louis. |
| 45 | 7315 | Eanis, . | Sisters of Mercy. |
| 68 | 4630 | Mallow, . | Do. |
| 39 | 7651 | Clenakilly (St. Aloysius), . | Do. |
| 48 | 6376 | St. Coleman's, Queenstown, . | Do. |
| 60a | 8230 | St. Nicholas, Cork, . | (Protestant). |
| 49 | 1985 | Boatstown, . | Sisters of Mercy. |
| 35 | 6632 | St. Bridget's, Loughrea, . | Do. |

V.—LIST of THIRTY-TWO INDUSTRIAL DEPARTMENTS (under the Act) in connexion with recognised NATIONAL SCHOOLS on 31st December, 1891—*con.*

| District No. | Roll No. | Name and Locality of School. | Religious Order. |
|--------------|----------|--|----------------------------|
| 34 | 8322 | Oaghierard, | Sisters of Mercy. |
| — | 4515 | St. Anne's, Galway, | Do. |
| — | 12351 | Clifden, co. Galway, | Do. |
| 57 | 8654 | St. Joseph's Home, Kilarney, | Do. |
| 54 | 5205 | Pembroke Alma, Tralee, | Do. |
| 51 | 10684 | St. Vincent's, Limerick, | Do. |
| 28. | 8546 | Our Lady of Succour, Newtown Forbes, | Do. |
| 25. | 10475 | House of Charity, Drogheda, | French Sisters of Charity. |
| — | 5387 | Dundalk, co. Louth, | Sisters of Mercy. |
| 25 | 12355 | St. Columba, Westport, | Do. |
| 18 | 356 | St. Martha's, Monaghan, | Sisters of St. Louis. |
| 27 | 7238 | St. Mexico's, Roscommon, | Sisters of Mercy. |
| 12 | 5851 | St. Laurence's, Sligo, | Do. |
| 21. | 11887 | Basada Abbey, Tubbercurry, | Sisters of Charity |
| 43 | 3467 | St. Augustine's, Templemore, | Sisters of Mercy. |
| 53 | 581 | St. Francis, Cashel, | Presentation Sisters. |
| 43 | 4068 | St. Louis, Thurles, | Do. |
| 46 | 3432 | Tippenny, | Sisters of Mercy. |
| 6 | 10110 | St. Catherine's, Strabane, | Do. |
| 33 | 8682 | Mount Carmel, Monte, | Do. |
| 50 | 11505 | St. Michael's, Wexford, | Do. |
| 40A | 8414 | Passage West, Cork, | Do. |
| 35 | 6839 | Ballinasloe, | Do. |
| — | 12754 | St. Joseph's, Athlone, | Do. |

* This Industrial School is not under the Board, but some of the children have attended the National School No. 11887.

VI.—LIST of NINETY-SIX EVENING SCHOOLS in connexion on 31st December, 1891.

| District. | Roll No. | County. | School. | District. | Roll No. | County. | School. |
|-----------|----------|---------|-------------------------|-----------|----------|----------|---------------------|
| 3 | 77 | Antrim, | Carrowerin. | 16 | 10247 | Armagh, | Madden. |
| 4 | 3592 | " | Guy's. | — | 10430 | " | St. Patrick's. |
| — | 11415 | " | Fishertown, m. | — | 10759 | " | Lislen (3). |
| — | 12137 | " | Glenravel, m. | — | 12365 | " | St. Patrick's, m. |
| 8 | 10671 | " | Castle-st., Convent. | — | 12663 | " | Mallavilly (2). |
| — | 13107 | " | St. Patrick's, f. | 23 | 2187 | Cavan, | Keelegh. |
| 8A | 8063 | " | Monsey. | — | 8089 | " | Belturbet, m. |
| — | 11426 | " | Whiteabbey. | — | 11541 | " | Farnham. |
| — | 11482 | " | Greenacres, m. | — | 12064 | " | Clonscoid. |
| — | 11483 | " | Do. f. | — | 13046 | " | Coolnague, m. |
| 9 | 6863 | " | Belfast Model, m. | — | 13259 | " | St. Joseph's, m. |
| — | 7262 | " | Milford Street, f. | 1 | 11182 | Donegal, | Tamney Robertson. |
| — | 8056 | " | St. Malachy's, Convent. | 8 | 10346 | Down, | Lacynmore. |
| — | 9718 | " | Milford Street, m. | 9 | 8370 | " | Lambeg, m. |
| 11 | 7855 | " | Derrynasser, m. | 9A | 4862 | " | Bridge End. |
| — | 11069 | " | Do. f. | 11 | 3468 | " | Dromore (2), m. |
| — | 13049 | " | Beakenstown. | — | 4811 | " | Gillford Mill, m. |
| 11 | 1747 | Armagh, | Apharicomonan. | — | 4812 | " | Do. f. |
| — | 8719 | " | Edward Street, Convent. | — | 9641 | " | Maherally (3). |
| — | 11475 | " | St. Peter's. | 17 | 1266 | " | Anahorrough, m. |
| — | 12441 | " | Portadown, Convent. | — | 1486 | " | Do. f. |
| 15 | 110 | " | Richmont. | — | 3745 | " | Shrigley. |
| — | 2837 | " | English (1). | — | 6024 | " | Killyleagh. |
| — | 6184 | " | Tartaraghan (1). | — | 10793 | " | Drummanville Mills. |
| — | 9272 | " | Nagbery. | 19 | 1608 | " | Restrevor, m. |
| 16 | 105 | " | Blundell's Grange, m. | — | 5375 | " | Rathfriland, m. |
| — | 8166 | " | Mallavilly. | — | 8406 | " | Drumreagh. |
| — | 8487 | " | Loughgall. | — | 13110 | " | Loughorne. |
| — | 8702 | " | Milford. | | | | |

VI.—LIST of NINETY-SIX EVENING SCHOOLS in connexion on 31st December, 1891—continued.

| Dist. No. | Roll No. | County. | School. | Dist. No. | Roll No. | County. | School. |
|--------------|-------------|--------------|---------------------|--------------|-------------|------------|--------------------------|
| - 2 | 14093 | Londonberry, | St. Columba's Hall. | 15 | 13487 | Tyrone, | Loy Convent.* |
| 7 | 294 | " | Straw. | - | 13564 | " | Linsawary. |
| " | 1784 | " | Altynackey. | - | 13634 | " | Loughans. |
| " | 2558 | " | Galladea. | 60 | 5890 | Cork, | Blaney Village. |
| " | 2093 | " | Lansaroy. | - | 11897 | Cork, | SS. Peter and Paul's, m. |
| " | 3034 | " | Curlekey. | - | 11938 | " | Do. f. |
| " | 3078 | " | Ballymacpenke. | 60A | 13725 | " | St. Finbar's.* |
| " | 3079 | " | Brackalea. | 49 | 7225 | Waterford, | Mayfield. |
| " | 11594 | " | Bancan. | 30 | 752 | Dublin, | Central Model, m. |
| " | 13472 | " | Rocktown. | - | 8007 | " | St. Michael's, m. |
| 6 | 11586 | Tyrone, | Slon Mills. | - | 5540 | " | West Dublin Model, m. |
| 14 | 1382 | " | Rarogaa. | - | 6512 | " | Josephine.* |
| " | 3507 | " | Beragh. | - | 14046 | " | St. Joseph's. |
| " | 5480 | " | Roscaroy. | 37 | 744 | " | SS. Michael and John. |
| " | 12635 | " | Cloughlin, Upper. | 40 | 3917 | " | Ringood, m. |
| " | 13377 | " | Roughan. | - | 6978 | " | Inchicore Model, m. |
| 15 | 2489 | " | Ross. | 32 | 3560 | Galway, | Cornamona. |
| " | 10295 | " | Strangmore. | 21 | 7327 | Mayo, | Roskey. |
| " | 10283 | " | Newmills. | 35 | 1060 | Roscommon, | Ballybay. |
| " | 11171 | " | Annaghmore. | | | | |

* This Evening School has a separate Roll Number.

VII.—LIST of SEVENTY-TWO VESTED SCHOOLS to which GRANTS for TEACHERS RESIDENCES have been made.

| County. | School. | County. | School. | County. | School. |
|------------|----------------------|------------|---------------|------------|-------------------|
| Armagh, | Townsend, N. T. | Cork, | Glenahalla. | Loughford, | Clonea. |
| " | Hamilton. | Ditto, | Walterstown. | Ditto, | Loughard. |
| " | Cassella. | Ditto, | Chimneyfield. | Meath, | Kilberson. |
| Cavan, | Derrydunph. | Kerry, | Derrydunph. | Ditto, | Baconstown. |
| " | " | Ditto, | Portmagee. | Queen's, | Abhyleix, North. |
| Donegal, | Milford. | Ditto, | Drumacrum. | Wexford, | Carriekhyra. |
| Ditto, | Ardagh. | Ditto, | Glanmore. | Ditto, | Court. |
| " | " | Ditto, | Knockaderry. | Wicklow, | Lacken. |
| Down, | Downshire. | Limerick, | Ballyloghane. | Galway, | Lettigesh, m. |
| " | " | Ditto, | Menagay. | Ditto, | Ditto, f. |
| Fermanagh, | Brookeborough. | Ditto, | Brurea. | Ditto, | Glendayle. |
| Ditto, | Tempo. | Ditto, | Meana. | Ditto, | Gurra. |
| " | Mullinabertlin. | Tipperary, | Garrylogher. | Ditto, | New Lan. |
| " | Immaroe. | " | " | Ditto, | Leam. |
| " | Belleek. | " | " | Ditto, | Trees. |
| L. Derry, | Gorred. | Waterford, | Fathlegg. | Ditto, | Casht. |
| " | " | Ditto, | Ballinella. | Ditto, | Killicany. |
| Tyrone, | Dunmoyle. | Ditto, | Ballyduff. | Ditto, | Inisher. |
| " | " | Carlow, | Rathanna. | Ditto, | Inishmaine. |
| Clare, | Scragul. | Dublin, | Ringood. | Leitrim, | Drumadara. |
| Ditto, | Clonadrum. | " | " | Mayo, | Kneeka. |
| Ditto, | Kilbaha. | Kildare, | Kilberry. | Ditto, | Loughanamon. |
| Cork, | Kiskeam. | Kilkenny, | Graine. | Ditto, | St. Columba's, f. |
| Ditto, | Kingwilliamstown, m. | " | " | Ditto, | Aglish. |
| " | Ditto, f. | King's, | St. Cronan's. | Ditto, | Kilkelly. |
| " | Conrae. | Ditto, | Bunn. | " | " |
| " | Yellow. | " | " | " | " |
| " | Clonakilly, m. | Longford, | Mordaw. | " | " |
| " | " | Ditto, | Kilbree. | " | " |
| " | Knockacoletha. | " | " | " | " |

VIII.—LIST of NAMES of FIFTY-SIX* SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available, under Rule 52, for Year ended 31st December, 1891.

| County. | District. | Roll No. | School. | County. | District. | Roll No. | School. |
|--------------|-----------|----------|-----------------------------|--------------|-----------|----------|------------------------|
| Antrim, . . | 8 | 7059 | Crumlin-road, Convent. | Carlow, . . | 44 | 656 | Carlow, " |
| " | 9 | 8036 | St. Malachy's " | " | " | " | " |
| Cavan, . . | 23 | 10176 | Ballyjamesduff, " | Dublin, . . | 39 | " | Central Mod. Schools, |
| Down, . . | 19 | 9723 | Restrevor, " | " | " | 1149 | King's Inns-street, |
| " | " | 7568 | Canal-street, " | " | " | " | Convent. |
| Monaghan, . | 24 | 5637 | Carriekmacross, " | " | 37 | 2018 | Baginbun, Convent. |
| Clare, . . . | 45 | 7315 | Ennis, Convent. | " | " | 7546 | Golden-bridge, " |
| " | " | 13374 | Kilrush, " | " | " | 11064 | Weaver's-square, " |
| Cork, . . . | 48 | 3628 | Youngtal, " | " | 40 | 721 | Blackrock, " |
| " | 55 | 10232 | Kanturk, " | " | " | 1985 | Boosterstown, " |
| " | 56 | 4263 | Doneraile, " | " | 40A | " | West Dublin Model |
| " | 59 | 8430 | Skibbereen, " | " | " | 11559 | Schools. |
| " | " | 7651 | Clonsilla, " (2). | " | " | 13612 | Townsend-st., Convent. |
| " | 60 | 4572 | Kinsale, " | " | " | " | Terrace, " |
| " | 66A | 5940 | Blackrock, " | Kildare, . . | 44 | 4997 | Athy, " |
| " | " | 8414 | Passage West, Convent. | " | 47 | 806 | Kilkenny, " |
| Kerry, . . . | 54 | 546 | Trillick, Convent. | " | " | 9134 | Goresbridge, " |
| " | 57 | 13381 | Killarney, " | " | " | 10478 | St. Patrick's, " |
| " | 58 | 8320 | Kemmare, " | Longford, . | 28 | 12942 | St. Joseph's, " |
| Limerick, . | 51 | 9296 | Adare, Convent. | Meath, . . . | 29 | 7472 | Navan, " (2). |
| " | " | 10584 | Mount St. Vincent, Convent. | " | " | 12668 | Kells, " |
| " | 52 | 6032 | St. Catherine's, Convent. | Queen's, . . | 44 | 6497 | Stradbally, " |
| " | " | 6569 | St. Anne's, Convent. | Wexford, . . | 49 | 967 | New Ross, " (1). |
| Tipperary, . | 53 | 581 | Cashel, " | " | 50 | 12966 | Wexford, " (2). |
| " | " | 8903 | Fethard, " | Galway, . . | 34A | 13365 | Oranmore, " |
| " | " | 11872 | Carriek-on-Suir, " | " | 34 | 4515 | N.T. Smith, Convent. |
| " | " | 13107 | " | " | " | 12243 | Carna, " |
| Waterford, . | 49 | 13036 | Stradbally, " | " | " | 13439 | Oughterard, " |
| | | | | " | 35 | 6632 | St. Vincent's, " |
| | | | | " | 42 | 13208 | Gort, " |
| | | | | Mayo, . . . | 21 | 13302 | St. Francis Xavier, " |

* Fifty-three of these are Convent Schools.

IX.—HALF-TIME PUPILS ATTENDING NATIONAL SCHOOLS.

The Commissioners having had under consideration the case of factory children who attend National Schools for half time, have decided that the following attendances qualify such pupils for presentation for fees to the teachers at the annual results examinations, viz. :—

- 200 days of 2 hours a day.
- 135 days of 3 hours a day.
- 100 days of 4 hours each day.
- 80 days of 5 hours each day.
- 66 days of 6 hours each day.

The teachers shall adopt such a system of marking half-time pupils who attend for more than four hours, as will afford a means of check on the accuracy of the records.

LIST OF 104* Schools attended by half-time pupils in 1891.

| Dist. | Roll. | School. | Dist. | Roll. | School. | |
|-------|-------|------------------------|-------|-------|---------|------------------------------|
| 3 | 6737 | Ballymoney Model, | m. | 9A | 19947 | York Road. |
| | 9034 | Balnmore, | | | 5733 | Seaman's Friend Society, |
| 4 | 7757 | Guy's, | f. | " | 5794 | Do. |
| | 7867 | Harryville (1), | f. | " | 10338 | Holyross, |
| | 12365 | Ballymoney-street, | f. | " | 10339 | Do. |
| 6 | 11586 | Sinn Mills, | m. | " | 4862 | Bridge End, |
| " | 11587 | Do. | f. | 10 | 8576 | Boar-bridge. |
| | 7151 | Drumaboy, | " | " | 12191 | Castlegarden. |
| 8 | 10234 | Railway-street, | m. | " | 11558 | Comber Spinning Mill. |
| | 10311 | Do. | f. | " | 13270 | Bloomfield. |
| " | 10435 | Jennymount. | " | 11 | 4811 | Gifford Mill, |
| " | 10681 | Millford Mill. | " | " | 4812 | Do. |
| " | 4223 | Lisburn, | m. | " | 12599 | Edgartown (1). |
| " | 4224 | Do. | f. | " | 11430 | Seapatrik. |
| " | 8584 | Old Lodge Road, | m. | " | 8344 | Portadown, |
| " | 8585 | Do. | f. | " | 8424 | Do. |
| " | 11449 | St. Mark's (Ligoniel), | " | 15 | 407 | Geestalewry. |
| " | 7319 | Wolfhill, do. | " | " | 2254 | Beauchville, |
| " | 8804 | Wolfhill Mill, do. | " | " | 2255 | Do. |
| " | 8516 | Ligoniel Village. | " | " | 9682 | Loy Convent. |
| " | 11482 | Greenacres, | m. | 16 | 10739 | Lisles (2). |
| " | 11483 | Do. | f. | " | 9271 | Lisdrumree. |
| " | 8066 | Springfield. | " | " | 8403 | Tandragee, |
| " | 10072 | Crumlin Road, | m. | " | 8404 | Do. |
| " | 10336 | Do. (3), | f. | " | 13112 | St. James's, |
| " | 6262 | Old Park. | " | " | 13113 | Do. |
| " | 11305 | Hilden. | " | " | 102 | Armagh, |
| " | 12838 | Edenderry, | m. | " | 8290 | Mt. St. Catherine's Convent. |
| " | 1224 | Do. | f. | " | 7647 | Darkey, |
| " | 9950 | Coarway-street (2), | m. | " | 9640 | Do. |
| " | 9951 | Do. | f. | " | 9325 | Tullymore. |
| 8A | 11712 | Ballyclare, | m. | " | 12565 | St. Patrick's, |
| " | 11713 | Do. | f. | " | 10490 | Do. |
| " | 8368 | Barn Mills, | " | " | 12973 | Drumcarr. |
| " | 81 | Black-bill. | " | " | 8166 | Mullavilly (1). |
| " | 25 | Carrumney (1), | " | " | 11720 | Tamnamore. |
| " | 26 | Do. (2), | " | " | 8702 | Millford. |
| " | 5430 | Cogrey Mills. | " | 17 | 1246 | Annahora, |
| " | 7836 | Doagh, | m. | " | 1486 | Do. |
| " | 7837 | Do. | f. | " | 6024 | Killyleagh. |
| " | 7609 | Joymount. | " | " | 4648 | Irish-street. |
| " | 12376 | Millbrook. | " | " | 3745 | Shrigly. |
| " | 9063 | Mousley. | " | " | 10793 | Drumcarr Mill. |
| " | 11862 | Sallatober. | " | 19 | 6236 | Bensbrook, |
| " | 2649 | White Abbey, | m. | " | 6257 | Do. |
| " | 2650 | Do. | f. | " | 7506 | Canal-street. |
| " | 11426 | Do. (2). | " | " | 11329 | Ballybot. |
| " | 27 | Whitehouse (1). | " | 24 | 4847 | Laragh (seasonally). |
| 9 | 8612 | Campbell's Row. | " | 49 | 12572 | Portlaw Convent. |
| " | 11106 | Linsfield Mill. | " | " | 7225 | Mayfield. |
| " | 12295 | Linsfield. | " | 56 | 5990 | Blarney Village. |
| " | 9024 | Hutchinson-street (1). | " | " | 7026 | Do. |

* Occasional Pupils in other Schools.

APPENDIX I.

AGRICULTURAL SCHOOLS ON 31ST DECEMBER, 1891.

I.—AGRICULTURAL SCHOOLS under the exclusive MANAGEMENT of BOARD.

| No. | County. | Roll No. | School. | Post Town. | Area of Farm. | Discr. No. |
|-----|--------------|----------|----------------------------------|----------------------|-------------------|------------|
| 1 | Dublin, . . | — | Albert Training Institution, . . | Glasnevin, | A. R. P. 178 3 24 | 30 |
| 2 | Cork, . . . | 6795 | Monster (Cork), . . . | Cork, | 126 8 17 | 60 |
| 3 | Fermanagh, . | 9071 | Enniskillen School Garden* | Enniskillen, | 3 2 10 | 13 |

* Connected with Model School and specially inspected for Agricultural Results by Agricultural Superintending.

II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

| No. | County. | Dist. No. | Roll No. | School. | Post Town. | Area of Farm. | Date on which last Literary Results Period ended. |
|-----|----------------|-----------|----------|---------------------|-----------------------------------|----------------|---|
| 1 | Armagh, . . | 16 | 4271 | Tanloke, . . | Poyntzpass, | A. R. P. 7 0 0 | 30. 4. 91 |
| 2 | Ditto, . . . | 19 | 4325 | Drumbanagher, . . | Ditto, | 1 0 0 | 31. 3. 91 |
| 3 | Cavan, . . . | 13 | 6997 | Monragh, . . | Blacklion, | 14 0 0 | 30. 4. 91 |
| 4 | Donegal, . . | 5 | 9660 | Barnesmore, . . | Donegal, | 4 0 0 | 31. 3. 91 |
| 5 | Ditto, . . . | 1 | 4795 | Dunlewey, . . | Derrybeg, | 13 0 0 | 30. 4. 91 |
| 6 | Fermanagh, . | 13 | 3861 | Curriek, . . | Lisbellaw, Enniskillen, . | 28 0 0 | 31. 3. 91 |
| 7 | Londonderry, . | 2 | 8355 | Park, . . . | Park, Derry, | 9 3 1 | 31. 3. 91 |
| 8 | Monaghan, . | 18 | 6621 | Cormeen, . . | Monaghan, | 11 0 22 | 31. 3. 91 |
| 9 | Ditto, . . . | 18 | 7308 | Berrisktoppy, . . | Scotstown, | 12 3 19 | 31. 12. 91 |
| 10 | Tyrone, . . | 15 | 10178 | Benburb, . . | Benburb, Moy, | 1 2 19 | 31. 3. 91 |
| 11 | Ditto, . . . | — | 5296 | Parknasaur, . . | Dungannon, | 17 3 0 | 28. 2. 91 |
| 12 | Ditto, . . . | — | 10233 | Newmills, . . | Ditto, | 5 1 36 | 31. 3. 91 |
| 13 | Ditto, . . . | 6 | 8408 | Clare, . . . | Castlederg, | 23 3 0 | 31. 3. 91 |
| 14 | Clare, . . . | 51 | 443 | Parteen, . . | Limerick, | 2 1 7 | 31. 1. 91 |
| 15 | Ditto, . . . | 42 | 10086 | Tubber, . . | Tubber, Gort, | 10 3 38 | 31. 1. 91 |
| 16 | Ditto, . . . | 45 | 8241 | Sarapal, . . | Malborough, Milkown-Malborough, . | 2 0 0 | 28. 2. 91 |
| 17 | Cork, . . . | 53 | 5700 | Clonkeen, . . | Leap, | 8 0 0 | 31. 1. 91 |
| 18 | Ditto, . . . | — | 10793 | St. Edmund's, . . | Danmaway, | 6 0 0 | 31. 1. 91 |
| 19 | Kerry, . . . | 57 | 7813 | Dirreendarragh, . . | Keemara, | 4 0 0 | 31. 1. 91 |
| 20 | Ditto, . . . | 58 | 6091 | Lansdown, . . | Ditto, | 7 0 0 | 31. 1. 91 |
| 21 | Ditto, . . . | 57 | 8251 | Sneem, . . . | Sneem, | 6 0 0 | 31. 1. 91 |
| 22 | Ditto, . . . | — | 8343 | Ballinskelligs, . . | Caherciveen, | 11 0 0 | 31. 1. 91 |
| 23 | Ditto, . . . | 58 | 11748 | Glanmire, . . | Keemara, | 5 2 0 | 31. 3. 91 |
| 24 | Limerick, . . | 52 | 4467 | Killacella, . . | Brace, | 10 0 0 | 31. 1. 91 |
| 25 | Waterford, . | 49 | 6730 | Carriglen, . . | Dungarven, | 3 2 0 | 31. 1. 91 |
| 26 | Carlow, . . | 47 | 5803 | Garryhill, . . | Bagsdalestown, . . . | 11 2 10 | 31. 1. 91 |
| 27 | Kilkenny, . . | 49 | 13420 | Clanmire, . . | Piltown, | 3 1 0 | 31. 1. 91 |
| 28 | Ditto, . . . | 53 | 6189 | Piltown, . . | Ditto, | 8 1 29 | 31. 1. 91 |
| 29 | Ditto, . . . | 49 | 5251 | Woodstock, . . | Innistoge, | 8 2 35 | 30. 4. 91 |

II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT—continued.

| No. | County. | Dist. No. | Roll No. | School. | Post Town. | Area of Farm. | Date on which last Literary Results Period ended. |
|-----|------------|-----------|----------|---------------|--------------------------|---------------|---|
| | | | | | | A. R. P. | |
| 30 | Monk. | 29 | 6592 | Woodpsle, | Kells, | 15 0 0 | 28. 2. 91 |
| 31 | Westmeath. | 33 | 931 | Ballyvally, | Delvin, | 6 2 0 | 28. 2. 91 |
| 32 | Galway, | 36 | 8264 | Esker, No. 2, | Benagher, | 8 2 20 | 31. 1. 91 |
| 33 | Ditto, | 27 | 13559 | Ballyree, | Williamstown, Castlerea, | 9 0 0 | 31. 1. 91 |
| 34 | Maye, | 20 | 4692 | Carragorra, | Knockmore, Foxford, | 9 0 0 | 31. 3. 91 |
| 35 | Ditto, | 21 | 1412 | Deonastle, | Bunninadden, Ballymote, | 1 2 19 | 31. 3. 91 |
| 36 | Ditto, | 32 | 5120 | Lehinch, | Hollymount, Mayo, | 8 0 0 | 28. 2. 91 |
| 37 | Ditto, | 20 | 8238 | Lisnakea, | Knockmore, Foxford, | 1 3 0 | 31. 3. 91 |
| 38 | Ditto, | - | 6942 | Carrowmore | Rathacken, Ballina, | 3 3 0 | 30. 4. 91 |
| | | | | Palmer, | | | |
| 39 | Ditto, | - | 11920 | Callow, | Foxford, | 1 5 0 | 31. 3. 91 |
| 40 | Ditto, | 21 | 12920 | Newtownbrown | Kiltinagh, | 1 1 27 | 31. 7. 91 |
| 41 | Ditto, | - | 10385 | Kinsale, | Swinesford, | 5 0 0 | 31. 10. 91 |
| 42 | Ditto, | 20 | 11141 | Killasser, | Ditto, | 4 2 0 | 31. 1. 91 |
| 43 | Roscommon, | 28 | 10218 | North Yard, | Strokestown, | 5 0 0 | 28. 2. 91 |
| 44 | Ditto, | 27 | 12964 | Ballymurray, | Ballymurray, Roscommon, | 20 0 0 | 31. 1. 91 |
| 45 | Sligo, | 12 | 9669 | Donaffin, | Shreeve, Sligo, | 3 0 0 | 31. 3. 91 |
| 46 | Ditto, | 20 | 4106 | Kilrushelker, | Templeboy, Ballisodare, | 13 0 0 | 31. 3. 91 |
| 47 | Ditto, | 12 | 10473 | Calry, | Barn, Sligo, | 1 0 0 | 30. 4. 91 |
| 48 | Ditto, | - | 3138 | Ballscurra, | Dromard, Ballisodare, | 11 0 0 | 28. 2. 91 |

III.—SCHOOL GARDENS under LOCAL MANAGEMENT in connexion with BOARD.

| No. | County. | Dist. No. | Roll No. | School. | Post Town. |
|-----|---------------|-----------|----------|--------------------|-------------------|
| 1 | Armagh, | 16 | 9271 | Lisdrumcher, | Meekathill, |
| 2 | Cavan, | 23 | 12064 | Clonsowid, | Loughaduff, |
| 3 | Ditto, | - | 11034 | Ballyhaise, Upper, | Ballyhaise, |
| 4 | Donagall, | 6 | 5230 | Conroy, | Conroy, Raphoe, |
| 5 | Ditto, | 5 | 4608 | Brackless, | Dankinesly, |
| 6 | Ditto, | 2 | 9035 | Drumbeg, | Strabane, |
| 7 | Dowry, | 11 | 80 | Magheraberry, | Mbira, |
| 8 | Leondonderry, | 3 | 12391 | Rallagh, | Dangiven, |
| 9 | Monaghan, | 23 | 10934 | Roran, | Drumully, Clones |
| 10 | Ditto, | 18 | 10574 | Ballibay, | Ballibay, |
| 11 | Tyrone, | 2 | 9861 | Loughash, | Gertin, |
| 12 | Ditto, | 14 | 4718 | Aughadarragh, | Aughar, |
| 13 | Cork, | 56 | 1867 | Castellona, | Fernoy, |
| 14 | Ditto, | 58 | 5867 | Adrigole, | Bantry, |
| 15 | Ditto, | 60 | 12676 | Clogheen, | Cathedral, Cork, |
| 16 | Kerry, | 50 | 1389 | Dacrus, | Keemare, |
| 17 | Limerick, | 52 | 7222 | Banogue, | Croom, |
| 18 | Tipperary, | 43 | 3228 | Mardryke, | Thurles, |
| 19 | Carlow, | 47 | 11347 | Kilgreany, | Begunstown, |
| 20 | Dublin, | 30 | 4660 | Petrane, | Donabate, |
| 21 | Kilkenny, | 49 | 11492 | Inistige (2), | Thomastown, |
| 22 | King's, | 41 | 3868 | Ballycowan, | Tullamore, |
| 23 | Wicklow, | 40 | 11353 | Eamiskerry, | Eamiskerry, |
| 24 | Galway, | 42 | 9773 | Loughcutra, | Loughcutra, Gort, |
| 25 | Ditto, | 27 | 10796 | Farm, | Ballymoor, |
| 26 | Ditto, | 32 | 6945 | Bekan, | Ballyhaunis, |
| 27 | Sligo, | 12 | 3337 | Tubberunna, | Sreena, |
| 28 | Ditto, | 22 | 3767 | Ballymote, | Ballymote, |

APPENDIX K.

I.—LIST of BUILDING APPLICATIONS aided during the year 1891, with Tabulation, showing the progress towards erection of the School-houses, from date of reference to BOARD of WORKS for Report on Site as described in Lease Queries to transmission of Plans to Applicant.

| COUNTY AND NAME. | Date of Reference to Board of Works. | Date of Receipt of Report and Estimate from Board of Works. | Amount of Grant. | Date of Receipt of Lease executed. | Date of Advice of Grant to Board of Works. | Date of Transmission of Plans to Board of Works to Applicant. |
|--------------------------|--------------------------------------|---|--------------------|------------------------------------|--|---|
| CO. ARMAGH: | | | £ s. d. | | | |
| Derrycharne, . . . | 17. 10. 90 | 13. 1. 91 | 236 8 4 | 9. 6. 91 | 9. 6. 91 | 23. 7. 91 |
| CO. CAVAN: | | | | | | |
| Castletown, . . . | 18. 8. 88 | 19. 10. 88 | 214 8 4 | 26. 3. 91 | 26. 3. 91 | 22. 4. 91 |
| CO. DONEGAL: | | | | | | |
| Lisnallinuff, . . . | 17. 11. 90 | 23. 12. 90 | 257 6 8 | 20. 3. 91 | 20. 3. 91 | 19. 4. 91 |
| Malinbeg, . . . | 14. 1. 91 | 3. 3. 91 | 215 8 8 | 15. 6. 91 | 15. 6. 91 | 9. 7. 91 |
| CO. DOWEN: | | | | | | |
| Grange, . . . | 21. 7. 90 | 26. 1. 91 | 316 6 8 | 31. 3. 91 | 31. 3. 91 | 22. 4. 91 |
| St. Joseph's, . m. & f. | 22. 9. 90 | 10. 3. 91 | 402 12 0 | 15. 6. 91 | 15. 8. 91 | — |
| CO. MONAGHAN: | | | | | | |
| Clonsilla, . . . | 17. 10. 90 | 21. 11. 90 | 238 15 0 | 29. 4. 91 | 29. 4. 91 | 15. 5. 91 |
| Drumgoss, . m. & f. | 13. 1. 91 | 27. 1. 91 | 392 14 8 | 3. 5. 91 | 5. 5. 91 | 23. 5. 91 |
| CO. TYRONE: | | | | | | |
| Gortreeagh, . . . | 11. 3. 91 | 17. 5. 91 | 237 3 4 | 12. 9. 91 | 12. 9. 91 | 9. 11. 91 |
| CO. CLARE: | | | | | | |
| Dysart, . . . | 29. 12. 90 | 19. 2. 91 | 284 5 4 | 28. 3. 91 | 28. 3. 91 | 23. 4. 91 |
| Cross, . . m. & f. | 20. 11. 90 | 24. 3. 91 | 494 5 0 | 9. 5. 91 | 15. 5. 91 | 27. 6. 91 |
| CO. CORK: | | | | | | |
| Landybridge, m. & f. | 17. 10. 90 | 5. 3. 91 | 662 2 8 | 24. 6. 91 | 24. 6. 91 | 16. 7. 91 |
| Kanturk, . (1 & 2) m. | 30. 10. 90 | 18. 12. 90 | 612 8 8 | 14. 2. 91 | 14. 2. 91 | 13. 4. 91 |
| Behagh, . . . | 25. 11. 90 | 30. 12. 90 | 296 0 0 | 3. 3. 91 | 5. 3. 91 | 26. 3. 91 |
| Sheskin, . . . m. | 26. 11. 90 | 31. 12. 90 | 10 0 0 139 16 8 | 16. 9. 91 | 18. 9. 91 | 9. 10. 91 |
| Castletownroche, m. & f. | 29. 10. 90 | 9. 12. 90 | 653 15 8 | 1. 8. 91 | 1. 8. 91 | 10. 9. 91 |
| Kilbrittain, . . m. | 3. 3. 91 | 26. 3. 91 | 236 13 4 | 12. 9. 91 | 12. 9. 91 | 1. 10. 91 |
| Clarence-street, Court, | 12. 1. 91 | 21. 2. 91 | 1,104 0 0 | 2. 5. 91 | 2. 5. 91 | — |
| CO. KERRY: | | | | | | |
| Toureenard, . . . | 18. 10. 90 | 30. 1. 91 | 235 3 4 | 26. 3. 91 | 26. 3. 91 | 30. 4. 91 |
| Castletland Court, inf. | 14. 1. 91 | 15. 2. 91 | 513 6 8 | 12. 9. 91 | 12. 9. 91 | 15. 10. 91 |
| Ennagharrinagh, . . | 14. 1. 91 | 19. 2. 91 | 223 8 4 | — | — | — |
| Fedhill, . . . m. | 2. 4. 91 | 7. 10. 91 | 661 11 8 | 17. 12. 91 | 17. 12. 91 | — |
| CO. LIMERICK: | | | | | | |
| Fedamore, . . m. & f. | 17. 10. 90 | 28. 1. 91 | 498 18 4 | 31. 3. 91 | 31. 3. 91 | 1. 5. 91 |
| Ardagh, . . m. & f. | 17. 10. 90 | 30. 1. 91 | 581 9 4 | 23. 3. 91 | 23. 3. 91 | 22. 4. 91 |
| Castletown Conyers, . | 18. 7. 90 | 13. 9. 90 | 438 14 2 | 24. 3. 91 | 24. 3. 91 | 1. 5. 91 |
| Borrisgona, . . m. & f. | 17. 10. 90 | 21. 3. 91 | 308 19 1 | 5. 11. 91 | 5. 11. 91 | 22. 1. 92 |

* School built before grant was sanctioned.

I.—LIST OF BUILDING APPLICATIONS aided during the year 1891, with Tabulation, showing the progress towards erection of the School-houses, from date of reference to BOARD OF WORKS for Report on Site as described in Lease Queries to transmission of Plans to Applicant—continued.

| COUNTY AND NAME | Date of Reference to Board of Works. | Date of Receipt of Report and Estimate from Board of Works. | Amount of Grant. | Date of Receipt of Lease executed. | Date of Advice of Grant to Board of Works. | Date of Transmission of Plans by Board of Works to Applicant. |
|--------------------------|--------------------------------------|---|------------------|------------------------------------|--|---|
| CO. TIPPERARY: | | | £ s. d. | | | |
| Coleman, | 4. 10. 90 | 31. 1. 91 | 182 19 8 | 23. 3. 91 | 23. 3. 91 | 30. 4. 91 |
| CO. WATERFORD: | | | | | | |
| Abbeystide, . m. & f. | 6. 1. 91 | 34. 3. 91 | 382 16 8 | 1. 7. 91 | 1. 7. 91 | 21. 8. 91 |
| CO. CARLOW: | | | | | | |
| Ballon, . . . m. | 18. 2. 91 | 11. 4. 91 | 330 8 6 | 25. 6. 91 | 25. 6. 91 | 21. 7. 91 |
| CO. DUBLIN: | | | | | | |
| Palmerstown, . . | 8. 12. 90 | 3. 2. 91 | 230 0 0 | 18. 5. 91 | 18. 5. 91 | 16. 7. 91 |
| Finglas, . . . m. | 3. 1. 91 | 11. 2. 91 | 345 17 4 | 15. 6. 91 | 15. 6. 91 | 21. 7. 91 |
| Howth, . . . m. & f. | 12. 3. 91 | 15. 4. 91 | 522 13 4 | 11. 6. 91 | 11. 6. 91 | — |
| CO. LOUTH: | | | | | | |
| Dundalgan, . . m. & f. | 24. 11. 90 | 23. 1. 91 | 407 8 4 | 18. 3. 91 | 18. 3. 91 | 8. 5. 91 |
| CO. QUEEN'S: | | | | | | |
| Maryboro', . . . | 4. 12. 90 | 13. 2. 91 | 271 8 10 | 31. 12. 91 | 4. 1. 92 | 8. 2. 92 |
| CO. WEXFORD: | | | | | | |
| Rahen, | 17. 10. 90 | 17. 12. 90 | 279 4 0 | 2. 6. 91 | 2. 6. 91 | 10. 7. 91 |
| CO. GALWAY: | | | | | | |
| Beedford, . . m. & f. | 18. 11. 90 | 17. 12. 90 | 481 1 8 | 9. 3. 91 | 12. 3. 91 | 17. 4. 91 |
| St. Joseph's, Convent, . | 14. 3. 91 | 21. 4. 91 | 426 17 2 | 27. 1. 92 | 27. 1. 92 | — |
| CO. LEITRIM: | | | | | | |
| Crookston, | 5. 11. 90 | 18. 12. 90 | 294 8 4 | 19. 8. 91 | 19. 8. 91 | 8. 9. 91 |
| Drumna, . . . m. & f. | 29. 10. 90 | 7. 1. 91 | 400 15 0 | 9. 3. 91 | 13. 3. 91 | 5. 4. 91 |
| CO. MAYO: | | | | | | |
| Birchfield, | 26. 11. 90 | 18. 12. 90 | 382 2 8 | 28. 3. 91 | 28. 3. 91 | 2. 5. 91 |
| Killavalla, . . . m. | 6. 1. 91 | 22. 1. 91 | 284 3 3 | 28. 6. 91 | 24. 6. 91 | 12. 7. 91 |
| Glenmack, | 22. 12. 90 | 15. 1. 91 | 219 9 4 | 12. 3. 91 | 12. 3. 91 | 14. 4. 91 |
| Cregganbane, | 6. 1. 91 | 2. 2. 91 | 251 12 11 | 15. 3. 91 | 15. 3. 91 | 29. 7. 91 |
| Killmore, | 18. 2. 91 | 14. 3. 91 | 239 12 11 | 15. 6. 91 | 15. 6. 91 | 26. 7. 91 |
| CO. ROSCOMMON: | | | | | | |
| Whitehall, . . m. & f. | 19. 11. 90 | 13. 12. 90 | 465 4 8 | 25. 2. 91 | 26. 2. 91 | 23. 3. 91 |
| Mount Talbot, . . . | 17. 10. 90 | 12. 12. 90 | 228 18 8 | 21. 2. 91 | 21. 2. 91 | 15. 5. 91 |
| CO. SLIGO: | | | | | | |
| Stokane, | 2. 6. 91 | 16. 12. 90 | 300 3 4 | 20. 6. 91 | 23. 6. 91 | 7. 8. 91 |
| Breaghwy, . . m. & f. | 13. 2. 91 | 21. 3. 91 | 365 18 4 | 9. 6. 91 | 11. 6. 91 | 25. 6. 91 |
| Glen, . . . m. & f. | 17. 6. 89 | 6. 3. 91 | 386 4 0 | — | — | — |

* Lease not yet executed.

II.—LIST of VESTED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1891, with Tabulation, showing the progress made in Executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Manager.

| County. | District. | Roll No. | School. | Date of Reference to Board of Works. | Date of Receipt of Report and Estimates from Board of Works. | Amount of Grant. | Date of Advice of Grant to Board of Works. | Date of Transmission of Plans and Specifications to Manager by Board of Works. |
|------------|-----------|----------------|-------------------------|--------------------------------------|--|------------------|--|--|
| | | | | | | £ s. d. | | |
| Andrim, | 8A | 1328 | Kilroot, | 4. 8. 91 | 14. 8. 91 | 4 0 0 | 29. 8. 91 | } 2.12.91 |
| Do., | - | - | Do., | 29. 8. 91 | 3.10.91 | 2 13 4 | 31.10.91 | |
| Cavan, | 28 | 5219 | Curlargan, | 5. 6. 91 | 10. 7. 91 | 26 13 4 | 28. 7. 91 | 29.10.91 |
| Do., | 23 | 12713 | Curratober, | 3. 6. 91 | 8. 7. 91 | 73 6 8. | 4. 9. 91 | 1.10.91 |
| Donegal, | 5 | 1733 | Ardara, | 31.10.90 | 7. 3. 91 | 24 0 0 | 18. 4. 91 | 23. 5. 91 |
| Do., | 1 | 4749 | Knockastole, | 5. 8. 91 | 21. 6. 91 | 1 0 0 | 27. 6. 91 | 5.11.91 |
| Do., | - | 10327 | Acres, | 24. 7. 91 | 13. 8. 91 | 8 0 0 | 6. 9. 91 | 8.10.91 |
| Down, | 11 | 200-1 | Dromore, . m. & f. | 21. 7. 90 | 19.12.90 | 4 0 0 | 19. 1. 91 | 18.12.91 |
| Do., | 10 | 11785-6 | Grovedale, . m. & f. | 6. 3. 91 | 23. 4. 91 | 30 0 0 | 9. 5. 91 | - |
| Fermanagh, | 13 | 5784 | Belcoo, | 1. 7. 91 | 22. 7. 91 | 12 0 0 | 10. 8. 91 | 24. 9. 91 |
| Londerry, | 7 | 305 | Magheramore, | 6.11.90 | 13.11.90 | 2 13 4 | 3. 3. 91 | 4. 4. 91 |
| Do., | - | 8495 | Trinallinagh, | 31.10.90 | 20. 2. 91 | 11 13 4 | 12. 5. 91 | 28. 5. 91 |
| Tyrone, | 15 | 12846 | Union Place, | 28. 3. 91 | 25. 7. 91 | 2 0 0 | 10. 8. 91 | 3.10.91 |
| Do., | 6 | 3781 | Magheranageagh, | 12. 8. 91 | 22. 8. 91 | 6 13 4 | 11. 9. 91 | 7. 1. 92 |
| Do., | 14 | 6104 | Tattymore, | 14. 8. 91 | 28. 8. 91 | 4 0 0 | 9. 9. 91 | 6.10.91 |
| Clare, | 45 | 10318-9 | Kilbaha, . . m. & f. | 10. 7. 91 | 30.12.91 | 12 6 8 | 20. 1. 92 | 23. 5. 92 |
| Do., | - | - | Do., do., | 17.10.90 | 26. 5. 91 | 145 13 4 | 11. 9. 91 | 29. 3. 92 |
| Do., | - | 10321 | Lisycasey, | 7. 5. 91 | 28. 5. 91 | 116 13 4 | 11. 9. 91 | 13. 1. 92 |
| Do., | 62 | 10387-8 | Cappabone, . m. & f. | 19. 2. 91 | 24. 5. 91 | 14 13 4 | 4. 9. 91 | 25. 4. 92 |
| Do., | - | 2449 | Peckle, | 2. 4. 91 | 30. 5. 91 | 8 13 4 | 5. 9. 91 | 27. 4. 92 |
| Do., | - | 10317-8 | Kilbanny, . m. & f. | 19. 3. 91 | 28. 5. 91 | 8 7 6 | 5. 9. 91 | - |
| Cork, | 59 | 4444-5 | Dooneen, . m. & f. | 14. 2. 91 | 27. 3. 91 | 88 0 0 | 24. 4. 91 | 23.10.91 |
| Do., | 52 | 7128-7 7575 | Medlin, . . m. & f. | 15. 4. 91 | 23. 4. 91 | 10 0 0 | 2. 5. 91 | - |
| Do., | 60 | 9463 | Belgoody, | 14. 3. 90 | 9. 4. 91 | 2 13 4 | 1. 5. 91 | - |
| Do., | - | 3572-3 | Clonagh, | 9. 3. 91 | 7. 5. 91 | 43 8 4 | 19. 5. 91 | 19. 6. 91 |
| Do., | 55 | 4445-9 | Clonacree, . m. & f. | 12. 8. 91 | 22. 8. 91 | 29 8 8 | 18. 9. 91 | 0.30.91 |
| Do., | - | 9872-3 | Clonahonla, | 26. 3. 90 | 26. 9. 90 | 100 0 0 | 15. 9. 91 | 19. 3. 92 |
| Kerry, | 54 | 11746-7 | Castlegregory, m. & f. | 23.12.90 | 5. 2. 91 | 13 8 8 | 14. 2. 91 | 17. 4. 91 |
| Do., | 57 | 5368 & 5326 | Quinnabeg, m. & f. | 7. 1. 91 | 6. 2. 91 | 23 8 8 | 29. 2. 91 | 7. 4. 91 |
| Do., | 39 | 1629 & 2480 | Ballyduff, . m. & f. | 25.11.91 | 21. 2. 91 | 13 6 8 | 31. 3. 91 | 24. 4. 91 |
| Do., | 57 | 2419-9 | Knockaderry, m. & f. | 13. 5. 91 | 9. 9. 91 | 19 2 4 | 13. 9. 91 | 12.10.91 |
| Do., | - | 2808-9 | Ballymillane, | 13. 5. 91 | 9. 9. 91 | 7 15 0 | 13. 9. 91 | 23.10.91 |
| Do., | 54 | 2417 | Firies, | 13. 5. 91 | 9. 9. 91 | 4 10 0 | 13. 9. 91 | 23.10.91 |
| Do., | 39 | 16775-6 | Knockanure, . m. & f. | 9.10.91 | 27.10.91 | 4 5 4 | 7.11.91 | 29. 2. 92 |

II.—LIST of VESTED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1891, with Tabulation, showing the Progress made in Executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Manager—continued.

| COUNTY. | District. | Roll No. | School. | Date of Reference to Board of Works. | Date of Receipt of Report and Estimates from Board of Works. | Amount of Grant. | Date of Advice of Grants Board of Works. | Date of Transmission of Plans and Specifications to Managers by Board of Works. |
|------------|-----------|---------------|--------------------------|--------------------------------------|--|------------------|--|---|
| | | | | | | <i>£ s. d.</i> | | |
| Limerick | 46 | 13750-1 | Balgaden, . . . | 2. 1. 91 | 31. 1. 91 | 20 0 0 | 13. 2. 91 | — |
| Do. | 51 | 5880-1 | Murroe, . . m. & f. | 18. 5. 90 | 15. 8. 90 | 260 0 0 | 6. 3. 91 | 21. 4. 91 |
| Do. | 46 | 13838 | Hospital, Convent, | 23. 9. 91 | 25. 9. 91 | 497 5 8 | 19. 10. 91 | 14. 11. 91 |
| Do. | 52 | 13375 | St. Joseph's, Convent, | 25. 5. 91 | 30. 9. 91 | 28 0 0 | 25. 10. 91 | 17. 12. 91 |
| Do. | 51 | 6516-7 | Kildimo, . . m. & f. | 8. 9. 91 | 16. 9. 91 | 9 0 0 | 17. 10. 91 | 25. 4. 92 |
| Tipperary. | 46 | 13847-8 | Hollyford, . m. & f. | 23. 3. 91 | 29. 5. 91 | 3 19 1 | 19. 5. 91 | — |
| Do. | 43 | 3399 | Killemore, . . . | 7. 5. 91 | 11. 6. 91 | 109 13 4 | 11. 9. 91 | 25. 4. 92 |
| Do. | 36 | 6731 | Ballyegan, . . . | 21. 1. 91 | 30. 5. 91 | 27 13 4 | 4. 9. 91 | 12. 4. 92 |
| Do. | 43 | 4005 | Moycarkey, . . . | 7. 5. 91 | 4. 7. 91 | 119 10 0 | 12. 12. 91 | 22. 4. 92 |
| Dublin. | 40A | 13631 | Warrensmount, Conv. | 28. 2. 91 | 17. 3. 91 | 104 0 0 | 28. 3. 91 | 23. 10. 91 |
| Do. | 37 | 13067 | St. Mary's (Rathmines) } | 30. 1. 91 | 3. 3. 91 | 390 0 0 | 28. 3. 91 | 15. 12. 91 |
| Do. | — | — | Do, do, } | | | 50 0 0 | | |
| Do. | 40A | 3018 | Ringsend, . . . | 27. 8. 91 | 5. 11. 91 | 25 2 0 | 11. 12. 91 | 13. 1. 92 |
| Kilkenny. | 47 | 1301 | St. John's, . . m. | 23. 9. 91 | 7. 11. 91 | 68 14 0 | 13. 11. 91 | 17. 12. 91 |
| Do. | 49 | 1840 & 3369 | Roshercon, . m. & f. | 14. 4. 91 | 5. 5. 91 | 38 8 0 | 5. 9. 91 | 25. 9. 91 |
| King's. | 30 | 13223 | Banagher, . . m. | 18. 9. 90 | 5. 2. 91 | 14 19 1 | 11. 3. 91 | 16. 3. 91 |
| Do. | 41 | 7191 | Gortnamona, . . . | 19. 10. 91 | 27. 10. 91 | 2 0 0 | 7. 11. 91 | 12. 4. 92 |
| Longford | 23 | 12735 | Boulshy, . . . | 28. 10. 90 | 2. 12. 90 | 56 13 4 | 5. 2. 91 | 23. 2. 92 |
| Do. | — | 10298 & 10329 | Clontough, . m. & f. | 9. 4. 91 | 22. 4. 91 | 55 5 4 | 4. 5. 91 | 19. 5. 91 |
| Do. | — | 13733 | Lanesborough, . . | 22. 4. 91 | 27. 5. 91 | 73 13 4 | 4. 9. 91 | 6. 10. 91 |
| Louth. | 19 | 3091-2 | Omear, . . m. & f. | 21. 9. 90 | 23. 12. 90 | 198 13 4 | 31. 1. 91 | 29. 2. 91 |
| Galway. | 35 | 7194 | Derryober, . . . | 21. 7. 90 | 21. 2. 91 | 4 0 0 | 10. 3. 91 | 8. 5. 91 |
| Do. | 34 | 1321 & 1518 | Woodford, . m. & f. | 31. 10. 90 | 21. 11. 90 | 3 0 0 | 10. 4. 91 | 23. 5. 91 |
| Do. | 35 | 7194 | Derryober, . . . | 2. 3. 91 | 14. 3. 91 | 30 15 8 | 10. 4. 91 | 6. 5. 91 |
| Do. | — | 1828 & 4259 | Esker, . . m. & f. | 5. 3. 91 | 21. 4. 91 | 86 13 4 | 5. 9. 91 | 15. 10. 91 |
| Leitrim. | 28 | 13770 | Mohill, . . . | 29. 4. 90 | 31. 12. 90 | 11 6 8 | 15. 1. 91 | — |
| Mayo. | 25 | 13347 | St. Patrick's, Monast. | 17. 10. 90 | 27. 1. 91 | 23 8 8 | 14. 2. 91 | — |
| Do. | — | 6048-9 | Bolearra, . m. & f. | 14. 3. 91 | 4. 4. 91 | 10 13 4 | 22. 4. 91 | 7. 5. 91 |
| Do. | — | — | Do, do, | 11. 6. 91 | 10. 7. 91 | 1 0 0 | 31. 7. 91 | — |
| Do. | — | — | Do, do, | 22. 7. 91 | 28. 8. 91 | 21 18 0 | 4. 9. 91 | — |
| Down. | 17 | 13757 | Tarmoe, . . . | 5. 2. 91 | 18. 2. 91 | 5 3 4 | 15. 8. 91 | — |
| Do. | 22 | 1850 & 2434 | Cortniber, . m. & f. | 13. 2. 91 | 21. 3. 91 | 63 5 3 24 6 8 | 5. 9. 91 | 8. 10. 91 |
| Do. | 35 | 7195 | Mount Welcome, . . | 22. 4. 91 | 28. 7. 91 | 63 6 8 | 18. 9. 91 | 15. 10. 91 |
| Do. | 23 | 13978-9 | Ballyfarnon, . m. & f. | 23. 9. 91 | 8. 10. 91 | 23 6 8 | 9. 12. 91 | 13. 12. 91 |

Appendix L.

Examination
Questions.Male
Teachers.A² Papers.

APPENDIX L.

QUESTIONS proposed at Examinations of Teachers and Monitors,
July, 1890.

I.— MALE TEACHERS.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. STRONG, District Inspector.

1. Draw two diagrams, showing furniture arrangement for tripartite organization, (1) When one of the galleries is in a separate class-room, (2) When both galleries are in the school room. 12 marks.

2. State the difference in the regulations affecting vested and non-vested schools as to (1) use of school-room; (2) religious instruction. 12 marks.

3. Draw out a tripartite eight-lesson time-table, general instruction 10 till 3 o'clock. Re-write it so as to include drawing for middle and senior divisions. 12 marks.

4. State the four means by which the teacher should direct the progress of the child's mind in the process of discovery or self-instruction. 12 marks.

5. Give your opinion of the statement that "when the parser meets with one of a well-known list of words, he recognises it as such, and not from its grammatical force in the sentence or its definition, and that this is quite legitimate." Give full reasons for your opinion. 12 marks.

6. What subjects can be most effectively taught in (a) desks, (b) draft, and (c) gallery? Give reasons for your answer. 6 marks.

7. "The assertion that a child must never get anything by heart is erroneous." Give examples of the most important parts of various subjects which, in your opinion, a boy ought to learn by rote. 6 marks.

8. A boy may be a good oral speller, but in writing a letter may misspell many simple words. What does this peculiarity arise from, and how may it be corrected? 6 marks.

9. Write out in full the programme in special subjects for paid monitors, fourth year. 6 marks.

10. Write out in proper form notes of a half-hour lesson on gladiators. 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. DEWAR, District Inspector.

1. Divide £996 12s. into three parts, so that the amounts may be equal if invested respectively at 5 per cent. for $2\frac{1}{2}$ years; $3\frac{1}{2}$ per cent for 3 years; and 4 per cent. for 5 years. Simple interest. 20 marks.

2. By means of continued fractions find the square root of 86. 20 marks.

3. Two clocks are set right at half-past seven in the evening of 1st July, and it is found that one gains seven seconds in eleven hours, and the other loses eleven seconds in fourteen hours. If their rates continue unaltered, when will they be together again? 20 marks.

4. A cistern is supplied by two pipes, A and B, and emptied by a tap C. When the cistern is full A and C are opened, and in 45 minutes the cistern is half emptied. A is then closed, and B opened, and the rest is half emptied in 25 minutes. If A is then opened, the cistern will be filled in $112\frac{1}{2}$ minutes. Compare the sizes of A and B. 20 marks.

5. A man buys 11 lbs. of tea at 3s. per lb. He sells some at 2s. 8d. per lb., some at 2s. 11d., and some at 3s. 9d., and gains $16\frac{2}{3}$ per cent. What quantity of each did he sell? (The number of pounds in each case to be integral.) 20 marks.

6. Reduce 3769 in the decimal scale to the octary scale. Explain briefly the reason of the process. 10 marks.

7. With what sum must a merchant commence trade so as to be worth £15,000 at the end of twelve years, if he may be expected to clear annually an eighth of his capital? 10 marks.

8. Which investment would pay the higher interest, in 5 per cents. at $137\frac{1}{2}$, or in $3\frac{1}{2}$ per cents. at $91\frac{1}{2}$; and what would be the difference in the rates per cent. of the interest paid? 10 marks.

9. A and B join capitals in the ratio of 7 to 11. At the end of seven months A withdraws one-half of his capital, and B one-third of his; and after eleven months more they divide a profit of £5,148 10s. What share of this profit goes to each? 10 marks.

10. A person remits money from Ireland to be invested in the French 3 per cent. stocks. The interest of money amounts per annum to as many francs as he remitted pounds. Reckoning a pound sterling as equal to 25 francs, find the value of the French stocks. 10 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1. "*Hast thou, which art but air, a touch, a feeling
Of their afflictions, and shall not myself,
One of their kind, that relish all as sharply,
Passion as they, be kindlier moved than thou art?*
Though with their high wrongs I am struck to the quick,
Yet with my nobler reason 'gainst my fury
Do I take part: the rarer action is
In virtue than in vengeance: *they being penitent,*
The sole drift of my purpose doth extend
Not a frown further. Go, release them, Ariel:
My charms I'll break, their senses I'll restore,
And they shall be themselves."

Parse the words in *italics*, and give a paraphrase of the entire passage.

20 marks.

2 G

A¹ PAPER.

2. Give a particular analysis of the following :—
 "Some village Hampden, that with dauntless breast
 The little tyrant of his fields withstood,
 Some mute inglorious Milton here may rest,
 Some Cromwell guiltless of his country's blood." 10 marks.
3. Give the derivation of each of the following words :—*Gospel, stair, gaunt, feud, yard, dismay*. 10 marks.
4. Quote the rules to be observed in the use of metaphors. 10 marks.
5. Illustrate by four words traced through the different languages, the affinity between the English, Anglo-Saxon, Danish, and German languages. 10 marks.
6. What century is distinguished for the revival of learning? What causes contributed to it, and how? 6 marks.
7. Give as complete a list as you can of Irish historical chronicles, written in the Irish language. 6 marks.
8. — — | — — | — — | — —
 — — | — — | — — | — —
 — — | — — | — — | — — | — — | — — | — — | — —
 Give the names of the foregoing poetic measures, and write out a line under each. 6 marks.
9. What are the principal adjuncts by which sentences are enlarged? 6 marks.
10. What are the three classes of figures of speech, and in what does the deviation in each consist? 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following messages :—

Slow sinks, more lovely ere his race he run,
Along Morea's hills the setting sun ;
Not, as in northern climes, obscurely bright,
But one unclouded blaze of living light !
O'er the hushed deep the yellow beam he throws,
Gilds the green wave, that trembles as it glows.

But now all is changed. All the pleasing illusions, which made power gentle and obedience liberal, which harmonized the different shades of life, and which by a bland assimilation, incorporated into politics the sentiments which beautify and soften private society, are to be dissolved by this new consoling empire of light and reason.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DALTON, District Inspector.

1. Two quadrilaterals whose diagonals intersect at equal angles are to one another in the ratio of the rectangles of the diagonals. 20 marks.
2. Given the base, the ratio of the sides, and the difference of the base angles, construct the triangle. 20 marks.

- | | |
|--|-----------------------|
| 3. If the sides of a triangle be denoted by a, b, c , and half their sum by S , show that the square of the area = $S \cdot S - a \cdot S - b \cdot S - c$. | Appendix L |
| | Examination Questions |
| 4. The square on either side of a right-angled triangle is equal to the rectangle contained by the sum and the difference of the hypotenuse and the other side. | 20 marks. |
| 5. The base of a hollow right prism is an equilateral triangle; the vertical faces of the prism are squares, each side of which is ten inches. The prism is filled with water, and the largest possible sphere is then submerged in it. Find the amount of water remaining in the prism. | 20 marks. |
| | 20 marks. |
| 6. The base of a pyramid is a triangle whose sides are 6 feet 3 inches, 7 feet 3 inches, and 9 feet; the volume of the pyramid is 10 cubic yards. Find the height of the pyramid. | 10 marks. |
| 7. Divide a right angle into five equal parts. | 10 marks. |
| 8. On a given right line to construct a rectilineal figure similar to a given one, and similarly placed as regards any side of the latter. | 10 marks. |
| 9. Prove that if two triangles have an angle of the one equal to an angle of the other, the sides about two other angles proportional, and the remaining angles of the same species, the triangles are similar. | 10 marks. |
| 10. An isosceles triangle, whose area is 400 square feet, has each of the base angles one-fourth of the vertical angle; find the sides. | 10 marks. |

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—Only one subject to be selected.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

Infinity of Time and Space.

Honour and shame from no condition rise.

Act well your part; there all the honour lies.

ALGEBRA.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DEWAN, District Inspector.

1. Find the sum of n terms of the series—

$$a, (a+b)x, (a+2b)x^2, (a+3b)x^3, \text{ \&c., \&c.}$$

20 marks.

- 2 (a.) If a and b are the roots of the equation—

$$x^2 + rx + s = 0; \text{ prove that } ab - s = 0.$$

- (b.) Show that in the equation $ax^2 + bx + c = 0$ the roots when real are both negative.

20 marks.

2 G 2

Appendix L.

Examination
Questions.Male
Teachers.

A: Papers.

3. Solve the equations:—

$$y + 2\sqrt{x-y} = x - 3.$$

$$xy = 36.$$

20 marks.

4. The first, second, and third terms of a series are

$$\frac{1}{\sqrt{2}}, \frac{1}{1+\sqrt{2}} \text{ and } \frac{1}{4+3\sqrt{2}};$$

determine whether this series is arithmetical or geometrical, and find the fourth term.

20 marks.

5. Find the value of—

$$\frac{1-ax}{1+ax} \sqrt{\frac{1+bx}{1-bx}} \text{ when}$$

$$x = \frac{1}{a} \sqrt{\frac{2a}{b} - 1}.$$

20 marks.

6. Solve the equation —

$$\sqrt{4a+x} = 2\sqrt{b+x} - \sqrt{ax}$$

10 marks.

7. Show that—

$$\frac{p}{a} \times \frac{r}{a} = \frac{p}{a} + \frac{r}{a}$$

10 marks.

8. Find two numbers such that their sum multiplied by the sum of their squares shall be 272, while their difference multiplied by the difference of their squares shall be 32.

10 marks.

9. Extract the square root of

$$\frac{3+\sqrt{7}}{3-\sqrt{7}};$$

and show that .

$$\frac{a\sqrt{a+x}}{\sqrt{a+x}-\sqrt{x}} = a+x+\sqrt{ax+x^2}.$$

10 marks.

10. Verify the following statement:—There are three cube roots of unity, namely, 1 and $-\frac{1}{2} \pm \frac{\sqrt{3}}{2} \cdot \sqrt{-1}$.

10 marks.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. Name the periods into which the History of the *Middle Ages* may be divided. 8 marks.
2. Give the dates of the following battles, and say who were the contending parties—*Navarino, Solferino, Pultowa, Jena*. 8 marks.
3. State what you know of the following treaties of peace, giving dates:—*Tilsit, Aix-la-Chapelle, Utrecht*. 8 marks.
4. Give an account of the *East India Company*, and mention some of the most remarkable events in its existence. 8 marks.
5. Who were the generals of Justinian? With what exploit are their names chiefly connected? 8 marks.
6. After what event did Greece become a Roman province? Give the date. 4 marks.

- | | | |
|---|----------|------------------------|
| 7. What remarkable events in the history of Belgium occurred in 1795, 1814, and 1830 respectively? | 3 marks. | Appendix L. |
| 8. Who were <i>Queen Hortense</i> , <i>Marco Polo</i> , <i>Susarroz</i> ? | 5 marks. | Examination Questions. |
| 9. In what respects are the following places historically interesting:— <i>Cádiz</i> , <i>Marseilles</i> , <i>Granada</i> ? | 4 marks. | Male Teachers. |
| 10. What was the <i>Star Chamber</i> ? How long did it exist, and what statute was violated by its powers? | 4 marks. | A' Papers. |

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the first question must be one, are to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

- Draw a map of Central America from the confines of Mexico to the narrowest part of the Isthmus; defining the several territories included within those limits, and marking the situation of the principal towns. 16 marks.
- Give the formulæ for ascertaining the latitude of a place from the meridian altitude of the sun, and explain each by the aid of a diagram. If the captain of a ship south of the Equator on 21 December find the meridian altitude of the sun $55\frac{1}{2}^{\circ}$, what is his latitude, the sun passing to the north of the zenith? 12 marks.
- Describe Polynesia under the following heads:—(a) group of islands, (b) nature of their origin, (c) productions. 12 marks.
- Describe the chief ocean currents as to origin, course, temperature, and velocity. 10 marks.
- From what countries are silver, copper, lead, and tin chiefly obtained? With what rocks are they respectively often found associated? 10 marks.
- Enumerate five uses of the atmosphere. 6 marks.
- State what is meant by the "right," "parallel," and "oblique" positions of the terrestrial and celestial spheres. Describe the apparent motions of the stars in the first of those positions. 6 marks.
- Name foreign possessions in India of other countries than Britain; and mark their positions on a small sketch map of the Peninsula. 6 marks.
- What do you know of the Canal of Languedoc, the Black Forest, the Basque provinces? 6 marks.
- Give a brief description of Antarctica. 6 marks.

PLANE TRIGONOMETRY.—50 Marks.

Two hours and a half allowed.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. MCCLINTOCK, District Inspector.

- A line BC subtends a right angle at A. If the angles of elevation at A and B of a tower at C be 30° and 18° respectively, show that the height of the tower

$$= \frac{AB}{\sqrt{2} + 2\sqrt{5}}$$

10 marks.

Appendix L.

Examination Questions.

Male Teachers.

A' Papers.

2. Prove the following relation :

$$(\operatorname{cosec} \theta - \cot \theta)^2 = \frac{1 - \cos \theta}{1 + \cos \theta}.$$

10 marks.

3. Solve the equations

$$\sin x + \sin y = a.$$

$$\cos x + \cos y = b.$$

10 marks.

4. Show how to find the area of a quadrilateral inscribed in a circle in terms of the sides.

10 marks.

5. If
- $\frac{\sin A}{\sin B} = p$
- and
- $\frac{\tan A}{\tan B} = q$
- , find
- $\tan A$
- and
- $\tan B$
- .

10 marks.

6. At a distance of 120 yards from the foot of a tower, the angle of elevation is half what it is at a distance of 45 yards. What is the height of the tower?

5 marks.

7. Given the angles of a triangle and the radius of the circumscribed circle, to find the sides.

5 marks.

8. Two sides of a triangle are 700 yards and 500 yards respectively and the contained angle is
- $72^\circ 40'$
- ; find the remaining angles.

- log 9 = .9542425. log 2 = .3010300. L tan
- $53^\circ 40' = 10.1334356$
- . L tan
- $12^\circ 46' = 9.3552267$
- .

5 marks.

9. Assuming the ordinary expressions for
- $\sin 3A$
- and
- $\cos 3A$
- , express
- $\tan 3A$
- in terms of
- $\tan A$
- .

5 marks.

10. In the triangle ABC the angle A is obtuse, prove that

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc};$$

- and write out the logarithmic equation for
- $\sin A$
- deduced from this formula.

5 marks.

MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. ROSS, District Inspector.

1. A weight P after falling freely through a height
- h
- begins to pull up a heavier body Q by means of cord passing over a pulley as in Atwood's machine. Find the height through which Q will be raised.

10 marks.

2. Prove that with a given velocity the greatest range of a projectile on a horizontal plane is obtained with an angle of projection of
- 45°
- .

10 marks.

3. A point O is taken outside a triangle ABC and forces represented by OA, OB, OC, act on a particle at O. Show that their resultant is represented in direction by OG, and in magnitude by 3 OG, where G is the centre of gravity of the triangle.

10 marks.

4. A body weighing 10 lbs., moving at the rate of five miles an hour overtakes a body weighing 5 lbs. moving at the rate of three miles an hour. Find the velocities after impact—

(a.) If the bodies are perfectly elastic.

(b.) If the bodies are perfectly inelastic.

10 marks.

5. Investigate a general formula for finding the resultant of two given velocities whose directions are inclined at a given angle. 10 marks.
6. From the top of a tower 300 feet high a stone is projected downwards with a velocity of 20 feet per second. After what interval must a stone be allowed to drop from a point 100 feet high so that both stones may reach the ground together? 5 marks.
7. A uniform bar 4 feet long is used as a lever of the first order. If the fulcrum is seven inches from the weight and a power of 10 lbs. can balance a weight of 78 lbs., what is the weight of the bar? 5 marks.
8. An inclined plane rises 5 in 13. What weight will be supported on the plane by a force of 35 lbs. acting parallel to the plane? 5 marks.
9. Prove that for uniform circular motion $f = \frac{v^2}{r}$ and explain the terms used in this equation. 5 marks.
10. Define unit of velocity and unit of acceleration. Show that when the units of length and time vary, the unit of velocity varies directly as the unit of length and inversely as the unit of time. 5 marks.

HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. ROSS, District Inspector.

1. (a.) Enunciate Pascal's Law as to pressure of fluids.
(b.) Describe an experiment by which it is shown that pressure is transmitted in all directions.
(c.) Why cannot the equality of pressure be established experimentally? 12 marks.
2. (a.) Why does a fall in the barometer usually precede rain in our latitudes?
(b.) Why does a rise of the barometer generally indicate fine weather? 8 marks.
3. A cube of wood is floating in water. A weight of one pound being placed on the top the cube is observed to sink three inches. Find the length of the side of the cube. A cubic foot of water weighs 1,000 ozs. 10 marks.
4. Prove that in the common suction pump when the water fills the pipe and the barrel as far as the spout, the effort necessary to raise the piston is equal to the weight of a column of water the base of which is the piston and the height the vertical distance of the spout above the level of the water in the reservoir. 8 marks.
5. A rectangle is immersed vertically in water with one side in the surface. Determine the depth of the horizontal line that will divide this rectangle into two parts on which the whole pressures are equal. 12 marks.
6. Thermometers do not indicate the true temperature of the air: why? 4 marks.
7. Describe the two experiments of Pascal by which he proved that the force which sustains the mercury in the barometer was the pressure of the atmosphere. 6 marks.

- Appendix L. 8. Show the connexion between the principle of Archimedes and air balloons. 5 marks.
 Examination Questions. 9. The specific gravity of lead is 11.4. What is the real weight of a piece of lead which when suspended in salt water, sp. gr. 1.025, seems to weigh a pound? 5 marks.
 Male Teachers. 10. A cylindrical vessel filled with liquid is floated on a piece of cork on the surface of perfectly still water. A small hole is made in the side of the cylinder and a stream of liquid flows out. Explain and account for what happens. 5 marks.
 A's Papers.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEADEN, District Inspector.

1. What do you understand by the statement that heat is a form of energy? How may the amount of energy corresponding to a unit of heat be determined? 12 marks.
2. Describe in detail a mode of determining the elastic force of aqueous vapour. 10 marks.
3. Prove that, for every degree of increase of temperature, a given bulk of gas under constant pressure increases in volume by a quantity equal to $\frac{1}{273}$ th part of its bulk at zero. 9 marks.
4. What is the ratio between the quantities of heat which are respectively produced when a bullet weighing 50 grammes and having a velocity of 500 metres, and a cannon ball weighing 40 kilogrammes with a velocity of 400 metres, strike a target? 9 marks.
5. What is meant by the thermodynamic efficiency of an engine? Assuming that in a perfect engine heat is taken in at a temperature of 144° C., and given out at a temperature of 36° C., what is the greatest theoretical useful effect? 10 marks.
6. How can it be proved that the intensity of radiant heat varies inversely as the square of the distance from the source? 5 marks.
7. Water may be frozen in a red-hot crucible. How? 4 marks.
8. In locomotive engines two eccentrics are commonly used. Why? 4 marks.
9. Distinguish between a *compound engine* and a *steam-jacketed engine*, and explain the object aimed at in the construction of each. 8 marks.
10. Describe the several ways in which heat absorbed by a body manifests its presence. 4 marks.

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEADEN, District Inspector.

1. A ray of light falls perpendicularly on one of the two faces of a right-angled isosceles prism which contain the right angle; indicate (using a diagram) the subsequent path of the ray, and explain your construction. 14 marks.

2. What is understood by the interference of light? Describe any experiment by which this phenomenon may be observed, and give the scientific explanation of its cause. 10 marks. *Appendix Exam- nation Questions. 1*
3. What are the laws of the vibration of air (a) in stopped pipes, (b) in open pipes? Show how these laws can be verified by means of a pitch pipe. 8 marks. *Male Teachers A¹ Papers.*
4. Determine by aid of a diagram the relation between the conjugate foci in case of a convex spherical mirror. A luminous point is 14 inches in front of a convex spherical mirror whose radius of curvature is 10 inches. Find the position of the image. 10 marks.
5. Describe the construction of the phonograph, and explain its action. 8 marks.
6. Describe an experiment by which the "distance of distinct vision" has been ascertained. 5 marks.
7. Point out the difference between the natural diatonic scale and the scale of equal temperament. 6 marks.
8. Explain by means of illustration the terms "limit of refraction," and "total reflection." 4 marks.
9. What is meant by the field of view of a microscope? Describe by aid of a diagram any contrivance by which it may be enlarged. 6 marks.
10. You are required to compare numerically the intensity of a candle light with that of a gas jet; how would you proceed to do so? 4 marks.

MAGNETISM AND ELECTRICITY.—50 Marks

One hour and a half allowed.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEADEN, District Inspector.

1. Explain how the action of the iron in ships on the compass needle may be counterbalanced. 10 marks.
2. In submarine telegraph wires the signals must be slower than in air wires, in order to obtain clear indications. Why? 8 marks.
3. To what extent is the current strength of a given battery dependent on the length, thickness, and substance of the connecting wire? How would you demonstrate the correctness of your statement? 12 marks.
4. The force which determines the direction of the magnetic needle is neither attractive, nor repulsive, but simply directive. Explain this statement clearly.
- Compare the action of the earth's magnetism alone, with that of an ordinary bar magnet five or six inches distant, upon a compass needle floating on a cork in a basin of smooth water. 10 marks.
5. Describe the construction of Faraday's voltmeter, and explain its principle. 10 marks.
6. What is an *astatic* needle? How would you render a single magnetic needle *astatic*? 8 marks.
7. A charged Leyden jar stands on a cake of resin; if you touch the knob do you get a shock? Explain your answer. 6 marks.
8. Explain clearly what you understand by (a) the polarization of electrodes, and (b) the passive state of iron. 4 marks.
9. Name and define the standard electrical units of (a) resistance; (b) electromotive force; (c) current; (d) quantity. 4 marks.
10. Describe Klap's compensation method of comparing the strength of two bar magnets. 3 marks.

Appendix L.

Examination Questions.

Male Teachers.

A's Papers.

INORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed.

N.B.—Only five questions to be attempted

Mr. SEYMOUR, Head Inspector.

Mr. SKEFFINGTON, District Inspector.

1. By what tests are the groups of common acid radicals distinguished? 10 marks.
2. (a.) Describe the process of preparing *corrosive sublimate* from a sulphate of mercury; (b.) state how this substance acts as a poison, and mention the special antidote. 10 marks.
3. Describe the manufacture of phosphorus from bone ash, indicating the changes by equations. 10 marks.
4. Explain, and give in chemical symbols, the result when powdered chrome iron ore, mixed with equal weights of nitre and potassium carbonate, is fused in a crucible and then hoiled in water. 10 marks.
5. Give an account of the chemical changes in the processes of photography, quoting the equations. 10 marks.
6. From what source is ammonia now chiefly obtained? State the best means of preparing ammonia gas, indicating by an equation the decomposition that takes place. 5 marks.
7. Point out the chemical analogies of nitrogen, phosphorus, and arsenic. 5 marks.
8. How many grains of nitre and of sulphuric acid will be required to yield 100 grains of pure nitric acid? 5 marks.
9. How is oxygen cheaply obtained on a large scale directly from the air? 5 marks.
10. Give the symbol, atomic weight, and density of nitrogen. Mention two important compounds which it forms with oxygen and hydrogen. 5 marks.

ORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. SKEFFINGTON, District Inspector.

1. What are isomeric, metameric, and polymeric compounds? Explain by examples. 10 marks.
2. (a.) Describe the preparation of oil of turpentine, giving the chemical symbol. (b.) Distinguish the French and American sorts. Also state the effect of chlorine gas on this substance. 10 marks.
3. Give the principle on which the quantitative determination of carbon and hydrogen is based. 10 marks.
4. Find the true formula of an acid, of which 0.305 gram gives on combustion 0.761 gram of CO_2 and 0.136 gram of H_2O ; while 0.391 gram of its silver salt contains 0.184 gram of silver. 10 marks.
5. What are amines? Give their formulae for the ethyl series, and for some analogous organo-metallic bodies. 10 marks.

6. How is chloral obtained? What explanation is given of its medicinal action? 5 marks. *Appendix L.*
7. Give the principal characteristics of iodine. Give also a test for this substance. 5 marks. *Examination Questions.*
8. Give the names and formulæ of the three classes of carbohydrates, showing how they are related. 5 marks. *Male Teachers' A¹ Papers.*
9. State how metallic arsenic is procured from the ore, also how the substance changes on being heated to dull redness. 5 marks.
10. Quote the general formula for each of the following series:—paraffine, olefine, acetylene, terpene, and benzene. 5 marks.

AGRICULTURAL CHEMISTRY.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. SHEFFINGTON, District Inspector.

1. State the proportion of inorganic or mineral matter usually left after combustion, by plants, dry soil, and dry animal substances respectively. 10 marks.
2. State the various sources from which the carbonic acid absorbed by plants is restored to the atmosphere. 10 marks.
3. Give a short description of the following mineral substances, entering into the composition of soils, viz.:—Potash, soda, magnesia, silica. 10 marks.
4. Give your opinion of the following substances as cattle foods (explain fully):—*Linseed-cake, rape cake, palm-nut meal, spring and winter beans.* 10 marks.
5. Explain fully why the dung of the growing animal is of a richer quality than that of a grown one on the same kind and quantity of food. 10 marks.
6. Show how ammonia and nitric acid enter into plants. 5 marks.
7. What advantage results from reducing and dissolving bones when applied as a manure? 5 marks.
8. What kind of mineral matter does the animal principally require to build up and repair the waste of its bones, flesh, and blood respectively? 5 marks.
9. To what crops may guano be profitably applied? What precautions should be taken with certain crops when using it? 5 marks.
10. Explain how land barren from green vitriol may be improved. 5 marks.

ENGLISH LITERATURE—60 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. DUGAN, District Inspector.

1. Narrate the action of the Tempest in Acts I. and II. as briefly as is consistent with clearness. 15 marks.
2. Give as closely as you can in their own words the remarks which Adrian and Gonzalo make with regard to the climate, appearance, &c., of the isle, and their own condition on landing from the storm, and also the satirical comments of their companions. 12 marks.

Appendix L.
Exami-
nation
Questions.
Male
Teachers.
A¹ Papers.

3. Write notes on the following passages, and say in what connexion each occurs :—

(a) *Seb.—Well ; I am standing water.*

Ant.—I'll teach you how to flow.

(b) *If it wore a kybe
'Twould put me to my slipper.*

(c) *I will discase me, and myself present
As I was sometime Milan.*

(d) *You fools ! I and my fellows are ministers of fate.*

12 marks.

4. Ariel induces Prospero to relent in his vengeance. Give the substance of the conversation, with illustrative quotations. 9 marks.

5. Quote Gonzalo's epitome of the action of the *Tempest* in Act V. beginning—" *Was Milan thrust from Milan,*" &c. 12 marks.

6. Give the speakers and context of the following :—

(a) *This can sack and drinking do.*

(b) *And would no more endure this wooden slavery than to suffer
the flesh-fly blow my mouth.*

(c) *Misery acquaints a man with strange bedfellows.* 6 marks.

7. *Prosper.—"How fares the king and 's followers ?"*

Give the substance of the reply to this question. 6 marks.

8. Write notes on—" *Still vexed Bermoothes,*" "*blue-eyed hag,*" "*Come, thou tortoise ! when I"* 6 marks.

9. What are the blessings which *Juno* and *Ceres* give to the lovers ? 6 marks.

10. Write out either of Ariel's songs beginning—

(a) "*Come unto these yellow sands.*"

or,

(b) "*Where the bee sucks there suck I.*"

6 marks.

SPHERICAL TRIGONOMETRY.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. M'CLINTOCK, District Inspector.

1. In a spherical triangle ABC prove that—

$$\frac{\sin \frac{1}{2} (a + b)}{\sin \frac{1}{2} c} = \frac{\cos \frac{1}{2} (A - B)}{\sin \frac{1}{2} C}.$$

10 marks.

2. Prove that the arcs of great circles drawn from the angles of a spherical triangle to the middle points of the opposite sides meet in a point. 10 marks.

3. From the formula

$$\cos a = \cos b \cdot \cos c + \sin b \cdot \sin c \cdot \cos A,$$

deduce the value of $\tan \frac{1}{2} A$ in terms of the sides. 10 marks.

4. ABC is a spherical triangle with angle at C a right angle ; show how to find c when A and a are given. Why is there an ambiguity in this case ? 10 marks.

$$5. \text{ Assuming } \tan \frac{1}{2} \Sigma = \frac{\sin \frac{1}{2} (A + B + C - \pi)}{\cos \frac{1}{2} (A + B + C - \pi)},$$

deduce, in a form adapted to logarithms, a formula to express the area of a spherical triangle in terms of the three sides. 10 marks.

6. Prove that half the sum of two sides of a spherical triangle and half the sum of the opposite angles are of the same affection. 5 marks.

7. Show that in a right-angled spherical triangle with right angle C,

$$\cos c = \cot A \cdot \cot B.$$

5 marks.

8. Prove by a construction that every great circle passing through the pole of another great circle cuts it at right angles. 5 marks.

9. The length of a degree at the equator is 69.2 statute miles : what is the length of a degree at the parallel of 45° ? 5 marks.

10. In a right-angled spherical triangle ABC the hypotenuse $c = 2a$: show that

$$\sec a = 2 \sin A.$$

5 marks.

REASONING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. DOWNING, District Inspector.

1. Draw out a scheme of "opposition," showing the four kinds of propositions that can be made regarding any given subject and predicate ; and the character of each proposition according to the quality of matter. 10 marks.

2. What are the two "remarks" needful to be kept in mind when considering the weight due to different testimonies ? 10 marks.

3. State how propositions in A and O may be illatively converted. Give an example of each case, explaining fully. 10 marks.

4. Discuss how far the syllogism is useful (1) as a means of instruction, (2) as a source of information. 10 marks.

5. Examine the following argument, and show that it is valid though irregular in form :—"It is the duty of the judge to decide for him who is in the right ; this plaintiff is in the right ; therefore it is the judge's duty to decide for him." 10 marks.

6. Is the case of "convertible terms" an exception to the general rule as to the distribution of the predicate of a proposition ? Explain, and give an example. 5 marks.

7. Wealth and poverty are both sources of temptation. This man is neither wealthy nor poor ; therefore he is not subject to temptation. Examine the validity of this syllogism. 5 marks.

8. Show by examples that the fallacy of affirming the consequent of a conditional syllogism, and thence inferring the truth of the antecedent, corresponds to the fallacy in categoricals of undistributed middle or of negative premises. 5 marks.

9. Show that the objections to an argument expressed as an enthymeme may be twofold, but yet not different in kind. 5 marks.

10. Explain the peculiarity of the definitions in mathematics on account of which we are enabled to base our reasonings upon them. 5 marks.

Appendix L.

Examination Questions.

Male Teachers.

A¹ Papers.

Appendix L.

Examination
Questions.Male
Teachers.

A Papers.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. STRONGE, District Inspector.

1. "Teach the inflections (in grammar) inductively." Explain clearly the meaning of this, and show by illustrations how this method is carried out. 12 marks.
2. Write out a tripartite time table; general instruction 10 till 3 o'clock; workmistress employed two hours daily. 12 marks.
3. Give a short sketch of the introduction and progress of the monitorial system in these countries. 12 marks.
4. In a quadripartite system of organization, (a) how are the pupils disposed at every lesson during the day, (b) of eight lessons in the day, how many will be received by the pupil in each position—desk, gallery, draft circles? 12 marks.
5. Who are recognised as the patrons of schools, (a) vested in the Commissioners, (b) in trustees, and (c) non-vested schools under the control of a local committee? What are the powers and duties of such patrons? 12 marks.
6. To what class of teaching, inductive or deductive, do the mathematical and the physical sciences respectively belong? Explain. 6 marks.
7. Describe the advantages resulting from the methodical preparation of notes of lessons. 6 marks.
8. What are the most useful parts of geography for home lessons? Give details for the several classes. 6 marks.
9. Write out the directions of the Commissioners regarding the books to be used in National schools, and the books not to be used. 6 marks.
10. Note briefly the arguments in favour of home lessons. 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. DEWAR, District Inspector.

1. Express log 30375 in terms of log 2 and log 3 to the base 10. 20 marks.
2. It is required to find a sum of money of which in the space of four years the true discount at simple interest is £5 more at the rate of 6 than of 4 per cent. per annum. 20 marks.
3. Explain what is meant by harmonical progression, and state how a harmonical may be converted into an arithmetical progression. 20 marks.
4. One clock gains 7 seconds in $2\frac{1}{2}$ hours; another gains 11 seconds in $3\frac{1}{2}$ hours; which gains the most, and if they are set right at noon of 1st July, what will be the true time when the difference in their times is 1 minute? 20 marks.
5. Reduce 21043 from the quinary to the decimal system (a) by means of multiplication, and (b) of division. 20 marks.

6. Given 40 and 46·305 the first and fourth terms of a geometrical series; find the ratio. 10 marks. *Appendix L.*
7. The difference between the simple interest and the discount on a certain sum of money due in 4 months at 8 per cent., is 6s. 4d.; find the sum. 10 marks. *Examination Questions.*
8. If ore loses 41·5 per cent. of its weight in roasting, and 43·75 of the remainder in smelting; how much ore must be raised to produce 1,000 tons of metal? 10 marks. *Male Teachers.*
9. Show that Troy ounces are reduced to avoirdupois ounces when multiplied by the fraction $\frac{177}{178}$. Hence find the number of avoirdupois ounces and grains in 1336 Troy ounces. 10 marks. *A Papers.*
10. What is the difference in the present value of £1,000 due in 4 years at 5 per cent. simple, and at 5 per cent. compound interest? 10 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1. *Lis* there, my art.—Wipe thou thine eyes, have comfort
The direful *spectacle* of the wreck, which touched
The *very* virtue of compassion in thee,
I have with such provision in mine art
So safely ordered, *that* there is no soul—
No, not so much *perdition* as an *hair*,
Betid to any creature in the vessel
Which thou heard'st cry, which thou saw'st sink. Sit down;
For thou must now know *further*.

You have often

Begun to tell me *what* I am, but *stopped*,
And *left* me to a bootless inquisition;
Concluding, "*Stay, not yet.*"

- (a.) Parse the words in italics.

- (b.) Write a paraphrase of the passage.

20 marks.

2. What qualities are required for perspicuity in the construction of sentences? 10 marks.

3. Correct or defend the structure of the following sentences:—

(a.) He sang that all the world may hear.

(b.) Man never is but always to be blest.

(c.) I should be obliged to him if he will gratify me in that particular.

(d.) That is seldom or ever the case.

(e.) A talent of that kind would, perhaps, prove the likeliest of any other to succeed. 10 marks.

Appendix L.

Exami-
nation
Questions.Male
Teachers.

A' Papers.

4. Give a particular analysis of the following :—

"We will proceed no farther in this business;
He hath honoured me of late; and I have bought
Golden opinions from all sorts of people,
Which would be worn now in their newest gloss,
Not cast aside so soon."

10 marks.

5. Give the derivation of *tug*, *sneak*, *rather*, *batter*, *drip*.

10 marks.

6. Explain the nature of the following figures of rhetoric, and give an example of each :—*Metaphor*, *allegory*, *metonymy*.

6 marks.

7. Give the meaning of the following Anglo-Saxon roots, with a word derived from each :—*Fian*, *beorht*, *ripan*, *wenan*, *sciran*.

6 marks.

8. Explain the idiomatic expressions :—"I am mistaken," "if you please."

6 marks.

9. Give two divisions of prepositions, explaining each.

6 marks.

10. Give two rules for the use of the semicolon.

6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Slow sinks, more lovely ere his race he run,
Along Morea's hills the setting sun;
Not, as in northern climes, obscurely bright,
But one unclouded blaze of living light!
O'er the hushed deep the yellow beam he throws,
Gilds the green wave, that trembles as it glows.

But now all is changed. All the pleasing illusions, which made power gentle and obedience liberal, which harmonized the different shades of life, and which by a bland assimilation, incorporated into politics the sentiments which beautify and soften private society, are to be dissolved by this new conquering empire of light and reason.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. SULLIVAN, District Inspector.

1. If two circles touch externally, their common tangent at either side subtends a right angle at the point of contact, and its square is equal to the rectangle contained by their diameters.

20 marks.

2. Describe a circle of given radius that shall touch two given circles. How many solutions?

20 marks.

3. Given the base, area, and ratio of the sides of a triangle, to construct it.

20 marks.

4. Prove that the area of a regular hexagon inscribed in a circle is three-fourths of the area of a regular hexagon circumscribed to the circle.

20 marks.

5. A hemispherical bowl, whose internal radius is 12 inches, is filled with water and kept so that its rim is horizontal. A cone, whose base radius is 6 inches, is placed with its axis vertical, its base level with the rim of the bowl, and its apex at the centre of the bottom of the bowl.

Find the amount of water left in the bowl after the cone is thus placed.

20 marks.

6. To describe to a given triangle a parallelogram equal to a given rectilinear figure, and having an angle common with an external angle of the triangle.

10 marks.

7. At every point on a circle the tangent is perpendicular to the radius. Prove.

10 marks.

8. Describe a regular pentagon about a given circle.

10 marks.

9. The three perpendiculars of a triangle are concurrent. Prove.

10 marks.

10. A vessel in the form of a frustum of a cone is filled with water. The diameters of the ends of the vessel are 3 feet, and 2 feet 6 inches; and the height is 4 feet. Assuming that a cubic foot of water weighs 1,000 ounces, find the weight of water in the vessel.

10 marks.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—Only one subject to be selected.

Mr. BOLT, Head Inspector.

Dr. MORAN, District Inspector.

African Explorations.

An honest man's the noblest work of God.

ALGEBRA.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DEWAR, District Inspector.

1. If the roots of the equation $ax^2 + bx + c = 0$ are in the ratio of m to n , show that—

$$\frac{b^2}{ac} = \frac{(m+n)^2}{m \cdot n}.$$

20 marks.

2. Find m and n in terms of a and b , when $\frac{ma + nb}{m + n}$ is the Arithmetic

Mean between m and n , and the Geometric Mean between a and b .

20 marks.

3. If £300 be laid out at simple interest for a certain number of years it will amount to £360. If it be allowed to remain two years longer, and at a rate of interest one per cent. higher, it will amount to £405. Find the rate of interest, and the number of years for the first sum.

20 marks.

4. Show that the sum of the $(m-n)$ th and $(m+n)$ th terms of any arithmetical progression is equal to twice the m th term.

20 marks.

2 H

Appendix L.

Exami-

nation

Questions.

Male

Teachers.

A Paper.

5. Find x , y , and z , from the following equations—

$$x^2 + y^2 + z^2 = a : y^2 - 2xz = b : cx = dz. \quad 20 \text{ marks}$$

6. In an arithmetical progression, the first term is 1, the last term is 50, and the sum is 204. Find the common difference.

10 marks.

7. The sum of two numbers is 20 and the sum of their cubes is 2,240. Find the numbers.

10 marks.

8. If m and n are positive integers, prove that $a^{m+n} + a = a^n$.

10 marks.

9. What is a vanishing fraction? Determine the value of $\frac{x^2 - a^2}{x^4 - a^4}$ when $x = a$.

10 marks.

10. (a.) Find the value of $\frac{1}{\sqrt{2} + 1}$ to three places of decimals.

(b.) Extract the square root of $134 + 84\sqrt{2}$.

10 marks.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. For what period was the *Scottic (Irish)* race the ruling people of Ireland? What tribes were earlier colonists in this country?

7 marks.

2. By what English kings was France invaded? What claim had the earliest of these to the French crown?

6 marks.

3. Say what you know of the following battles, giving dates:—*Quatre Bras, Philippi, Killiecrankie, St. Vincent, Rheinfeld.*

10 marks.

4. Sketch the life of the *Emperor Napoleon I.*

7 marks.

5. Refer events to the following dates:—A.D. 1827, 1841, 476, 1492, 1273.

10 marks.

6. What became of the *Ancient Britons* after their subjugation by the *Saxons*?

3 marks.

7. Name five leading events in the history of Ireland, and give the date of each.

5 marks.

8. Say what king was reigning in England in 1200, 1300, 1400, 1500, respectively.

4 marks.

9. What colonies were founded by the Greeks in Asia Minor, Italy, and Sicily?

4 marks.

10. On what occasions did the British obtain possession of the *Maltene Islands* and *Cyprus* respectively?

4 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

Appendix L.

Examination
Questions.Male
Teachers.

A Papers.

1. Draw a map of Turkey in Asia, marking the boundaries of its great divisions, and the position of the principal town in each.

16 marks.

2. What is meant by a "Continental basin"? Specify at least one in (a) N. America, (b) Africa, (c) Asia.

10 marks.

3. Describe the ocean currents of the South Pacific as to velocity and temperature. By what current is the circuit completed?

12 marks.

4. Explain how the longitude at sea is determined: (1) by the chronometer, (2) by the eclipses of Jupiter's satellites, (3) by the lunar method. What difficulties arise in the application of the second method?

12 marks.

5. State the position and any circumstances of interest connected with the following towns:—*Seringapatam, Vera Cruz, Paramatta, Salzburg.*

10 marks.

6. What and where are the following:—*Saffron Walden, Bahrein, Mannheim, Beyrout, Gaeta?*

6 marks.

7. Describe the "Alps of the Pacific," distinguishing the several chains. Name, and give the height, of the highest mountains of the group.

6 marks.

8. State the origin and direction of the *Great Tidal Wave*. Show its effect on the western coast of the British Islands.

6 marks.

9. Account for the fact that the range of temperature from summer to winter is greater in Japan than in Ireland.

7 marks.

10. Explain the following astronomical terms:—*Right Ascension, Declination, Azimuth, Solstice.*

5 marks.

PLANE TRIGONOMETRY.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. SULLIVAN, District Inspector.

1. Prove $\frac{\sin a + \sin 4a + \sin 7a}{\cos a + \cos 4a + \cos 7a} = \tan 4a$. 10 marks.

2. In an oblique angled triangle the side $a = 18$; the side $b = 2$; and the angle $C = 55^\circ$. Find the remaining angles.

$$\log 2 = .3010300.$$

$$L \tan 62^\circ 30' = 10.2835233.$$

$$L \tan 56^\circ 56' = 10.1863769.$$

$$\text{diff. for } 1' = 2763.$$

10 marks.

3. The sides of a triangle are 4, 9 and 12. Calculate accurately the radius of the inscribed circle.

10 marks.

2 H 2

Appendix L.

Examination
Questions.Male
Teachers.

A P. pers.

4. Given $\tan \frac{A}{2} = 2 - \sqrt{3}$, find $\sin A$. 10 marks.

5. ABCD is a quadrilateral which can be inscribed in a circle, prove

$$\cos B = \frac{a^2 + b^2 - c^2 - d^2}{2(ab + cd)};$$

a, b, c, d are the sides of the quadrilateral, and B is the angle between a and b . 10 marks.

6. The distance from A to B is 100 feet and C is equally distant from both. If the angle ACB is 120° show how to find AC . 5 marks.

7. Express the sine, cosine, secant and cosecant of A in terms of the tangent of A . 5 marks.

8. Find the number of degrees, minutes, and seconds in the angle whose circular measure is $\frac{1}{2}$.

What is the circular measure of 108° ? 5 marks.

9. If b and c are two sides of a plane triangle, and A is the included angle; prove that the area of the triangle

$$= \frac{bc \sin A}{2} \quad 5 \text{ marks.}$$

10. Write down all the values of θ which satisfy the equation

$$\sin^2 \theta = \sin^2 a. \quad 5 \text{ marks.}$$

MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. ROSS, District Inspector.

1. A stone weighing one pound is attached to the end of a string 4 feet long and whirled round in a vertical plane. What must be the velocity at the highest point of the circle so that the string may be just stretched? If it be whirled in a horizontal plane with the same velocity, find the tension of the string. 10 marks.

2. How far must a body slide down an inclined plane whose inclination is 30° to acquire a velocity of 24 feet per second, the coefficient of friction being $\frac{1}{2\sqrt{3}}$? 10 marks.

3. Three smooth pegs are arranged in a vertical wall at the angular points of an isosceles triangle, whose vertical angle A is a right angle, and whose base BC is horizontal. A string is passed round the pegs and a weight of seven pounds is attached to each end of the string. Find the pressures on the pegs. 10 marks.

4. Forces of 4, 5, 6, and 8 lbs. act on a particle at the centre of a square in directions tending to the angular points. Find the resultant. 10 marks.

5. Two particles start off simultaneously from the vertex of an equilateral triangle whose plane is horizontal. One starting from rest moves along the perpendicular whose height is h under a constant force producing an acceleration equal to g ; with what velocity must the other be projected along the side that both may reach the base at the same instant? 10 marks.

6. Give a definition of a *couple*, and explain what is meant by the *arm* of a couple, the *axis* of a couple, and the *moment* of a couple. Appendix L.
Examination Questions.
Male Teachers.
A Papers.

7. Parallel forces of 2 lbs., 6 lbs., and 4 lbs. act respectively at one end, the middle, and the other end of a weightless rod, one foot long. Find the magnitude and the point of application of the additional force which will produce equilibrium. 5 marks.

8. Three forces in one plane are in equilibrium. If they are not parallel forces, show that their directions all pass through the same point. 5 marks.

9. A ball is projected upwards with a velocity of 80 feet per second: what will be its height at the end of two seconds, and what its greatest elevation? 5 marks.

10. From a square whose side is four inches, a corner square whose side is one inch is cut out; find the centre of gravity of the remainder. 5 marks.

HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. ROSS, District Inspector.

1. (a.) Why cannot the "Absolute Density" of bodies be ascertained?

(b.) A body weighed in air 46,176 grains, and in water 17,648 grains; find its specific gravity. Explain the process of calculation. 12 marks.

2. Why does not the expansive force of air expand its molecules into the planetary spaces? 8 marks.

3. Describe fully how the specific gravity of a substance in the state of powder is ascertained. 10 marks.

4. A quantity of mercury, sp. gr. 13.6, is at rest in a U tube whose limbs are vertical and perfectly equal; a column of water 17 inches high is gently poured into one of the limbs of the tube. When equilibrium takes place, find the difference in height of the columns of mercury in the limbs of the tube. 10 marks.

5. How is Nicholson's hydrometer used in finding the specific gravity (a) of a solid, (b) of a liquid? Deduce the formula in each case. 10 marks.

6. (a.) Why is it that in cistern barometers there is a necessity for correction for capillarity?

(b.) How is this correction effected? 6 marks.

7. Explain by means of a diagram the principle of the Hydraulic Ram. 4 marks.

8. Describe the toy called the "Cartesian Diver," and say what hydrostatic principles it illustrates. 4 marks.

9. A cube whose edge is one foot just floats in water, its upper face being horizontal. Compare the pressure on the lower face with that on a vertical face. 6 marks.

10. Describe the wheel barometer. What are the objections to this instrument? 5 marks.

Appendix L.

Examination
Questions.
—
Male
Teachers.
—
A Papers.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEADEN, District Inspector.

1. A pound of copper at 150° is immersed in a pound of water at 60° . What will be the resulting temperature of both? (The specific heat of copper is $\cdot 095$.) 10 marks.
2. Describe some one mode of determining the mechanical equivalent of heat. 12 marks.
3. State the relations between the radiation, absorption, and reflection of heat; and describe an experiment which proves the relation between radiation and absorption. 8 marks.
4. Name and describe the three parts of which the boiler of a locomotive consists; and specify clearly the use of each. 10 marks.
5. What relation exists between the volume, temperature, and pressure of a gas? 100 litres of air at 80° C. are cooled down to 20° C., while the pressure is doubled. Find the new volume. 10 marks.
6. What are the chief conditions of the delicacy of a thermometer, and how is each secured? 5 marks.
7. In India on clear bright nights ice may be formed when the temperature of the air is 8° or 10° C. Explain how this is possible. 5 marks.
8. Explain precisely what you understand by the statement that the coefficient of linear expansion of copper is $\cdot 000017$. What fraction represents the cubical expansion of copper? 6 marks.
9. How does pressure influence the melting point of a solid? State the general principle. 4 marks.
10. Describe the instrument which indicates the "total work" done by an engine, or that which indicates the "useful work."
Explain the difference between "total work" and "useful work." 5 marks.

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEADEN, District Inspector.

1. Show that the images formed by double concave lenses are virtual, erect, exact, and smaller than the objects. Use a diagram. 14 marks.
2. An object is placed between two plane mirrors set at right angles. Show (using a diagram) the number and position of the images formed. 10 marks.
3. The velocity of sound at a high elevation is less than at the sea level. Why? Give a general account of the causes which influence the velocity of sound in air and other bodies. 8 marks.
4. The radii of a thin double convex lens of glass are 10 and 12 inches respectively, and the distance of the incident focus is 23 inches. Find the distance of the conjugate focus. 10 marks.

5. Describe the structure of the human ear, giving a sketch of its several parts, and explaining their uses. 8 marks. *Appendix L.*
6. Under what conditions is the image formed by a concave mirror (a) smaller than the object, (b) larger? (Use a diagram.) 6 marks. *Examination Questions.*
7. How does a bell vibrate when sounding its fundamental note? By what experiment would you show that your statement is correct? 4 marks. *Male Teachers' A Papers.*
8. Define the terms (as applied to lenses) (1) "Normal," (2) "Centres of Curvature," (3) "Principal Axis," (4) "Optical Centre," (5) "Secondary Axis." 5 marks.
9. Sketch the course of a pencil of parallel rays incident upon (1) a convex lens, (2) a concave lens, (3) a sheet of thick glass. 4 marks.
10. How is the colour of bodies accounted for? What are complementary colours? Describe any method of investigating the phenomena of mixed colours. 6 marks.

MAGNETISM AND ELECTRICITY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEADEN, District Inspector.

1. Give a short account of the principal phenomena of diamagnetism. 10 marks.
2. Describe the "Inclination compass"; and note the several sources of error which must be allowed for when using it. 10 marks.
3. Of the following substances which two, used as a voltaic couple, would give the strongest, and which two, the weakest current:—Copper, lead, zinc, graphite, iron? Explain your answer. 10 marks.
4. Two brass balls suspended six feet apart by dry silk threads are connected by a brass chain. A few fragments of gold leaf are placed underneath one of the balls at a distance of one or two inches. A stick of sealing-wax rubbed with flannel is brought near the other ball, but without touching it, and immediately the fragments of gold leaf are attracted. Give a full and clear explanation of the phenomenon. 10 marks.
5. What is meant by magnetic storms? How is their intensity observed and recorded? State any facts that have been noted regarding their periodicity or cause. 10 marks.
6. Draw a sketch of a gold-leaf electroscope, and explain the use of each part of it. 4 marks.
7. How would you ascertain the existence and direction of an electric current in a wire by means of a magnetic needle? Use a diagram in your explanation. 6 marks.
8. In order to obtain a succession of sparks from an electrical machine the rubber must be connected with the ground. Why? 5 marks.
9. If red lead and flowers of sulphur be mixed together, it is said that the red lead becomes positively, and the sulphur negatively, electrified. Describe an experiment by which this can be proved. 5 marks.
10. If required to make an electro-magnet, how would you proceed? In what respect does such a magnet differ from an ordinary steel magnet? 5 marks.

Appendix.

Examination Questions.

Made Teachers.

A Papers.

INORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. SKEFFINGTON, District Inspector.

1. Describe the most exact methods of determining the composition of water, (1) by volume, (2) by weight. 10 marks.
2. $2 \text{KClO}_3 = 2 \text{KCl} + 3 \text{O}_2$.
(a.) Explain this equation, and say how the change indicated is brought about.
- (b.) What powerful oxidizing agent results when KClO_4 is heated with strong H_2SO_4 . 10 marks.
3. How is H_2S used to separate the metals into groups? 10 marks.
4. Trace the formation of coal from vegetable matter, and give a comparative analysis of the four different varieties of coal known as lignite, cannel, caking coal and anthracite. 10 marks.
5. What are the two great groups of mercury compounds, and how are they severally obtained? 10 marks.
6. "The chemical change which oxygen effects in the body of an animal is identical with that which goes on when a piece of charcoal burns in the air or oxygen." Describe a simple experiment which proves this. 5 marks.
7. Give the names and formulæ of the chief oxides of manganese. 5 marks.
8. Describe the preparation and chief properties of ammonia. 5 marks.
9. (a.) Define *latent heat* and *heat of liquidity*. (b.) The latent heat of water is said to be 79 "thermal units." Explain this. 5 marks.
10. How is chlorine collected, and why so? How does it affect a burning candle? 5 marks.

ORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. SKEFFINGTON, District Inspector.

1. What are monad, dyad, and tryad radicals? Give some derivatives from each. 10 marks.
2. Describe the production of soap from animal fats, and express the decomposition in chemical formulæ. How is marine soap produced, and why is it so called? 10 marks.
3. By what stages can methyl alcohol be obtained from inorganic materials? 10 marks.
4. How is tartar emetic produced from tartaric acid? Describe the process fully. 10 marks.
5. Give the steps in the preparation of crude acetic acid from wood. 10 marks.
6. Give the distinction between an organic substance and an organised structure, and state the cause of the multiplicity of the carbon compounds. 5 marks.

- | | | |
|--|----------|---------------------------------------|
| 7. From an acid its silver salt was prepared, analysed, and found to contain 53·6 per cent. of silver; what is the molecular weight of the acid? | 5 marks. | Appendix I. Examination Questions. |
| 8. State the five principal forms of fermentation, with their agents and products. | 5 marks. | Male Teachers. |
| 9. Give the composition of tannin, and the tests for it. How is it obtained? | 5 marks. | A Papers. |
| 10. How is benzene prepared? Give its chief properties. | 5 marks. | |

AGRICULTURAL CHEMISTRY.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. SKIFFINGTON, District Inspector.

1. Name the sources and describe briefly the chief properties of sulphuric and phosphoric acids. 10 marks.
2. (a.) Distinguish between "light" and "heavy" lands, and state the crops suitable for each.
(b.) How would you determine whether a soil contains lime or not? 10 marks.
3. (a.) State the special difference between the inorganic part of the soil and that of the plant.
(b.) What inorganic elements are found in plants, and from what source do plants obtain their inorganic matter? 10 marks.
4. State the mode of procuring quicklime, and describe fully the effects produced on this substance in the process of slaking. 10 marks.
5. How is chlorine gas prepared? What are its chief properties? 10 marks.
6. Describe fluorine as to its nature and sources. 5 marks.
7. Why is bone manure especially required for dairy pastures? Explain fully. 5 marks.
8. In what important respect does the fermented urine of cattle differ from the draining of fermented dung-heaps? 5 marks.
9. Give the composition of nitrate of soda. State its use when applied to crops. 5 marks.
10. Explain the action of quicklime on guano, and on fresh droppings; and state how ammonia may be fixed in fermenting urine. 5 marks.

ENGLISH LITERATURE.—60 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. DUGAN, District Inspector.

1. Narrate the action of the *Tempest* in Acts III., IV., and V., as briefly as is consistent with clearness. 15 marks.
2. Give as closely as you can in his own words what Gonzalo says he would effect, had he "plantation" of the isle, and also the comments of his companions on his plans. 12 marks.

Appendix L.

Examination
Questions.Male
Teachers.

A Papers.

3. Explain the following nautical commands, and say what was the object in view in each case :—

- (a) *Yare, yare, take in the topsail ;*
 (b) *Bring her to try with main course ;*
 (c) *Lay her a-head, a-head.* 9 marks.

4. Write notes on the following passages, and state in what connexion each occurs :—

- (a) *My Ariel, chick, that is thy charge ; then to the elements ;*
 (b) *How beauteous mankind is ;*
 (c) *Wit shall not go unrewarded while I am king of this country ;*
 (d) *For one thing she did, they would not take her life.* 12 marks.

5. Write out Prospero's speech beginning—

" *Ye elves of hills, brooks, standing lakes and groves*"—
 down to—" *I'll drown my book.*" 12 marks.

6. Give the speakers and the context of the following :—

- (a) *A single thing, as I am now, that wonders to hear thee speak of Naples ;*
 (b) *Let them be hunted soundly ;*
 (c) *Like winter's drops from eaves of reeds.* 6 marks.

7. Give the substance of each of the conspiracies which occur in the play, the names of the conspirators and the object of each ? 6 marks.

8. Quote Ferdinand's compliment beginning—" *Admired Miranda!*" 6 marks.

9. Write notes on—" *Absolute Milan, quick fresher, dismissed bachelor, a living drollery.*" 6 marks.

10. *Prosper.*—" *Say again, when didst thou leave these varlets ?*"

Give the substance of the reply to this question. 6 marks.

SPHERICAL TRIGONOMETRY.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. MCCLINTOCK, District Inspector.

1. Given the three sides of a spherical triangle, investigate a formula for finding its area. 10 marks.

2. Show that the arcs of great circles drawn from the angles of a spherical triangle perpendicular to the opposite sides meet in a point. 10 marks.

3. Given the three sides a , b and c , write out and prove the formula for $\sin \frac{1}{2} A$ in terms of the sines of the sides. 10 marks.

4. In a right-angled spherical triangle having the right angle C , show that $\cos A = \cot c \cdot \tan b$. 10 marks.

5. Prove that

$$\sin b \cdot \sin c + \cos b \cdot \cos c \cdot \cos A = \sin B \cdot \sin C - \cos B \cdot \cos C \cdot \cos a.$$
 10 marks.

6. A B C is a spherical triangle and A' B' C' is the polar triangle. *Appendix L.*
Show that $A + a' = B + b' = C + c' = 180^\circ$. 5 marks. *Examination*

7. Let A B C be a spherical triangle. Prove by a construction that *Questions.*

$$\cos A = \frac{\cos a - \cos b \cdot \cos c}{\sin b \cdot \sin c} \quad 5 \text{ marks.} \quad \text{Male Teachers.}$$

8. In the quadrantal triangle A B C, having the side $c = \frac{\pi}{2}$, show that A Papers.

$$\cos A = \frac{\cos a}{\sin b} \quad 5 \text{ marks.}$$

9. Given the three angles of a spherical triangle, show how the three sides may be found. 5 marks.

10. If E is the spherical excess and P the perimeter of the polar triangle, prove that $E + P = 2\pi$. 5 marks.

METHODS OF TEACHING.—60 Marks.

B Papers.

Two hours allowed for this paper.

N.B. — Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. STRONGE, District Inspector.

1. Give your opinion of the value of map drawing. In what classes may this exercise be practised with advantage? 12 marks.

2. Explain how the black-board can be used as a help to all during a writing lesson in which the boys are using head-line copy books. 12 marks.

3. State fully how simultaneous answering is ineffective. 12 marks.

4. State the proficiency in Agriculture required by the school programme in each of the classes in which this subject is taught. 12 marks.

5. Off forty half-hour lessons weekly, how many should be given to each subject in the junior classes? 12 marks.

6. Show the evil of the habit of parsing without understanding the sense. 6 marks.

7. What are the requirements of Monitors' Programme for first, second, and third years in Grammar and Lesson Books? 6 marks.

8. With whom does noise in a school originate? How may a school be kept in a quiet condition? 6 marks.

9. Is the teacher's presence essentially necessary in the playground while the boys are at play? Give reasons for your answer. 6 marks.

10. Write out a series of questions which, with your own assistance, will draw from a class an explanation of the difficulties in the stanza—

With many a curve my banks I fret,

By many a field and fallow,

And many a fairy foreland set

With willow-weed, and mallow.

6 marks.

Appendix L.

Exami-
nation
Questions.Male
Teachers.

B Papers.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. DEWAR, District Inspector.

1. A person intends to invest his money, amounting to £7,150, in 3 per cent. consols and in 5 per cents., in such proportions that he may receive the same income from each; the prices being 88 and 115½; how much of each stock must he buy? 20 marks.
2. 35 lbs. of tea being mixed with 20 lbs. of a better quality, the mixture was found to be worth 7s. 4d. per lb.; find the price of each kind, the difference in the prices being 1s. 10d. per lb. 20 marks.
3. A can do a piece of work in three days; B can do three times as much in eight days; and C five times as much in twelve days; in what time can they do a piece of work three times as great if they all work together? 20 marks.
4. Given the extremes = 1 and 18·42015, and the ratio = 1·06, required the sum of the series. 20 marks.
5. Explain what is meant by *exchange*, *par of exchange*, and *course of exchange*. 20 marks.
6. Express 2727 in the scale of 8. 10 marks.
7. What incomes will £5,500 of 3½ per cent. stock and £5,500 invested in the 3½ per cent. stock at 102½ respectively produce? 10 marks.
8. Show which is the greater—

$$\frac{3}{2 - \sqrt{3}} \text{ or } \frac{4}{3 - \sqrt{7}}$$

and give the amount of the difference. 10 marks.

9. Standard silver consists of 37 parts of pure silver mixed with 3 parts of copper. What weight of pure silver is there in a crown piece, 66 shillings weighing a pound Troy? 10 marks.

10. The difference between the true and false discounts of a certain bill, due 2½ years hence at 3½ per cent., is £1 2s. 11½d.; find the amount of the bill. 10 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1. Oh! it is pleasant with a heart at ease,
Just after sunset, or by moonlight skies,
To make the shifting clouds be what you please,
Or let the easily persuaded eyes
Own each quaint likeness, issuing from the mould
Of a friend's fancy; or with head bent low
And cheek astant, see rivers flow of gold
Twixt crimson banks; and then, a traveller, go
From mount to mount through Cloudland, gorgeous land!
Or listening to the tide, with closed sight
Be that blind bard, who on the Chian strand,
By those deep sounds possessed with inward light,
Beheld the Iliad and the Odyssey,
Rise to the swelling of the voiceful sea.

Parse the words in italics.

20 marks.

2. Write a general analysis of the following passage :—

Appendix L.

The pike always takes possession of some particular spot in the bank, usually a kind of hole or cave, which is sheltered by overhanging soil or roots, and affords a lair where it can lurk in readiness to pounce on its passing prey.

Examination Questions.

3. Trace the following English derivatives to their roots—*acorn*, 10 marks.

hammercloth, chilblain, burly, rally.

10 marks.

Male Teachers.

4. Give three nouns from the French, three from the Latin, and three from the Greek, which retain their foreign plurals. 10 marks.

5. What are the constructions in syntax that do not belong to either concord or government? 10 marks.

6. What class of words in our language is, generally speaking, of Anglo-Saxon origin? Why do such words appear to be more numerous than they really are? 6 marks.

7. What rule regulates the use of the comma with nouns in apposition? 6 marks.

8. What species of versification is known as heroic measure? What is its general characteristic? 6 marks.

9. Give Latin roots meaning *leap, hard, ten, flesh, flock, a star.* 6 marks.

10. What are the necessary parts of a simple sentence? 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Slow sinks, more lovely ere his race be run,
Along Morea's hills the setting sun ;
Not, as in northern climes, obscurely bright,
But one unclouded blaze of living light !
O'er the hushed deep the yellow beam he throws,
Gilds the green wave, that trembles as it glows.

But now all is changed. All the pleasing illusions, which made power gentle and obedience liberal, which harmonized the different shades of life, and which by a bland assimilation, incorporated into politics the sentiments which beautify and soften private society, are to be dissolved by this new conquering empire of light and reason.

DICTATION AND SPELLING.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. PEDLOW, District Inspector.

[The Dictation exercise for B Males is to be taken from the Sixth Book, page 316, commencing with "Again there are seen," and ending with "catastrophe."] 20 marks.

1. Distinguish between the meaning and application of the synonymous terms in the following groups :—*Achieve, accomplish, perform ; annals, chronicles, records.* 6 marks.

- Appendix L.* 2. Write correctly and give roots of the following misspelled words :
 — *pelusid* (clear), *milenyum* (1,000 years), *farmacopeya* (book on medicine). 6 marks.
- Examination Questions.* 3. Explain the following words with reference to their etymologies :
 — *Spice*, *grotesque*, *peruse*. 6 marks.
- Male Teachers.* 4. State the general tendency of our language as regards accent, and state two ways in which this tendency is counteracted ? 6 marks.
- B Papers.* 5. What rules of spelling, or exceptions to rules, do the following words exemplify :—*Wholly*, *downfall*, *advantageous*. 6 marks.
6. Show how the unaccented syllables of words become shortened in pronunciation. 3 marks.
7. *Courtesy*, *muscle*, *ordinance*. To what class of verbal distinctions do these words respectively belong ? 3 marks.
8. Give examples of the formation of derived words by contraction, and examples of such formation by the interchange of kindred letters. 3 marks.
9. What were the prominent defects in "the old way" of teaching spelling as regards a text-book and a dictionary ? 3 marks.
10. Give three examples of words spelled differently according as they are used as verbs or nouns. Distinguish the verb and noun in each case. 3 marks.

GEOMETRY AND MENSURATION,—100 Marks

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DALTON, District Inspector.

1. Trisect a given triangle by three straight lines drawn from a given point within it. 20 marks.
2. Given two sides and the angle opposite to one of them, construct the triangle. 20 marks.
3. If a line is divided in extreme and mean ratio, show that its parts are incommensurable. 20 marks.
4. Prove that the sum of the two parallel sides of a trapezium is double the line joining the middle points of the two remaining sides. 20 marks.
5. Two circles, each of radius of 10 inches, intersect so that the centre of one lies on the circumference of the other ; find the area of the space enclosed between the circles and the common tangent. 20 marks.
6. Describe a square equal to a given rectilinear figure. 10 marks.
7. If from any point without a circle two lines be drawn to it one of which is a tangent and the other a secant, the rectangle contained by the segments of the secant is equal to the square of the tangent. Prove this when the secant does not pass through the centre. 10 marks.
8. In a circle the chord which is nearer to the centre is greater than one more remote. Prove. 10 marks.
9. If one angle of a triangle be greater than another angle, the side which is opposite to the greater angle is greater than the side which is opposite to the less. Give a direct proof. 10 marks.
10. The area of a triangle is 400 sq. feet ; find the sides, each of the base angles being half of the vertical angle. 10 marks.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. EARDLEY, District Inspector.

Appendix.

Examination
Questions.Male
Teachers.

B Papers.

1. On the 1st January, 1890, James White and John Black enter into partnership. James White's capital was, in cash, £500, in wine, £300; John Black's capital was, cash, £600.

| | | £ | s. | d. |
|--------------------------------|--|-----|----|-----------|
| 2nd Jan., | Bought wine of John Jones, as per invoice, | 200 | 0 | 0 |
| " | Accepted John Jones' draft at 2 months, | 200 | 0 | 0 |
| 4th Jan. | Sold William Reid wine, | 186 | 0 | 0 |
| " | Received from William Reid his acceptance, due 31st inst., | 100 | 0 | 0 |
| " | " cash, | 80 | 0 | 0 |
| 6th Jan. | Bought of Thomas Sherlock, wine, as per invoice, | 250 | 0 | 0 |
| " | Paid T. Sherlock, cash, | 245 | 0 | 0 |
| " | Abatement allowed for ready money, | 5 | 0 | 0 |
| 12th Jan. | Discounted with La Touche and Company, William Reid's acceptance for £100, | 99 | 0 | 0 |
| " | Discount allowed, | 1 | 0 | 0 |
| 15th Jan. | Cash drawn out by J. White, | 25 | 0 | 0 |
| " | " " J. Black, | 15 | 0 | 0 |
| 20th Jan. | Paid out of petty cash for stationery, &c., | 2 | 0 | 0 |
| 31st Jan. | Paid clerk's salary, | 12 | 0 | 0 |
| " | Value of wine unsold, | 600 | 0 | 0 |
| " | Cash on hand, | 980 | 0 | 0 |
| Journalize these transactions. | | | | 15 marks. |

2. The following are the particulars of my position at the close of the year, 1890 :—

John Brown owes me £550 13s. 6d., William Jones owes me £651 14s. 10d. I owe Matthew Keefe £300, and Thomas Richardson £400. The balance of Bills Receivable is £400, and of Bills Payable, £300. The Dr. side of Goods Account is £3,872, and the Cr. side, £2,805. The Dr. side of Profit and Loss Account is £38 6s. 5d., and Cr. side, £1 13s. 4d. I have on hands, Cash, £300, and Goods, £1,800. The Cr. side of Stock Account is £2,007 1s. 5d.

Write up the Ledger Account. What is my net stock? 15 marks.

3. How would you rectify the following erroneous journal entries :—

(a.) I have journalized Cash Dr. to Bank, £38, instead of Bank Dr to Cash.

(b.) I have journalized Cash Dr. to Thomson, £200 12s. 6d., instead of—

| | | | |
|------------------------|---|------|--------------------|
| Bills Receivable, £200 | 0 | 0 | } Dr. to Thomson ? |
| Profit and Loss, | 0 | 12 6 | |

6 marks.

Appendix I.

4. Journalize the following:—

Exami-
nation
Questions.

Jan. 4. Received from Paul O'Neill his acceptance of my bill on him at three months from this date.

Male
Teachers.

Jan. 5. Discounted Bills Receivable (£800). Net cash received, £780 6 marks.

B Papers.

5. Wm. Mitchell pays into the Ulster Bank £400, to the credit of Michael Doyle, and advises him that he does so at the request and on account of John Sugars. Give the journal entries to be made by the bank, and all other parties concerned. 8 marks.

6. At the dissolution of a company, one of the partners takes over the stock, &c., of the company. What entries are made in the books? 5 marks.

7. When goods are sold on commission, what entries are made on the Dr. and on the Cr. sides, respectively, of the account? 5 marks.

8. What are the entries to be made when my factor draws bills of exchange upon me for goods bought by him abroad, and I pay the contents at once? 5 marks.

9. A Bill Receivable is protested and two courses are open to the merchant, according as he believes in the solvency or the insolvency of his correspondent. What are the two courses? Give the journal entry to be made in each? 5 marks.

10. When an account is opened for goods shipped in an adventure, describe the several entries to be made until the account is finally closed. 5 marks.

ALGEBRA.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DEWAR, District Inspector.

1. Show that p and q represent respectively the sum and the product of the roots of the equation $x^2 - px + q = 0$. 20 marks.

2. Solve the equation—

$$\frac{ax-1}{\sqrt{ax}+1} = 4 + \frac{\sqrt{ax}-1}{2}. \quad 20 \text{ marks.}$$

3. Simplify—

$$\frac{a^2 - bc}{(a-b)(a-c)} + \frac{b^2 + ca}{(b+c)(b-a)} + \frac{c^2 + ab}{(c-a)(c+b)} \quad 20 \text{ marks.}$$

4. Show that any quantity, whole or fractional, may be divided by another quantity by multiplying the former by the reciprocal of the latter.

$$\text{Divide } \frac{x^2}{y^2} - \frac{1}{x} \text{ by } \frac{x}{y^2} + \frac{1}{y} + \frac{1}{x}. \quad 20 \text{ marks.}$$

5. To make the selling price of an article, a dealer adds 20 per cent. to the cost price; afterwards in selling off he deducts 10 per cent. from the selling price, and then obtains a profit of six shillings. Find the cost price. 20 marks.

6. Find the greatest common measure and the least common multiple of $2x^5 - 3x^3$, $4x^3 - 9x$, $4x^4 - 12x^2 + 9x^2$. 10 marks.

7. Simplify—

$$\left(\frac{x^2}{y} + y - x\right) + \left(\frac{1}{y} + \frac{1}{x} + \frac{y}{x^2}\right) + \left(\frac{x^2}{y^2} + \frac{y^2}{x^2} + 1\right)$$

10 marks.

8. Find the square root of—

$$\left(x + \frac{1}{x-1}\right) + \left(\frac{1}{x} - \frac{1}{x^3 - x^2 + x}\right)$$

10 marks.

9. (a.) Show that—

$$y(y-1)(y-2)(y-3)+1=(y^2-3y+1)^2.$$

(b.) Find the value of—

$$(a-c)(a+c)-(a+c)^2 \text{ when } 3a+2c=45, 3c+2a=15.$$

10 marks.

10. Find x , y and z from the equations—

$$\frac{2x-y+z}{9} = \frac{x-y+2z}{11} = \frac{x+z}{2y} = 1.$$

10 marks.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Specify four functions of the atmosphere mentioned in the lesson on that subject in the Sixth Book. Name the author of the lesson.

12 marks.

2. (a.) How does Goldsmith define "Justice," so as to justify his calling it "the only virtue"?

(b.) What are the misplaced virtues which he says are frequently found among studious men?

8 marks.

3. Quote the lines from Henry VI. in which Warwick gives his reasons for believing that Gloster had been murdered.

12 marks.

4. What circumstances led to the formation of Joint Stock Banks? In what respect were those latter an improvement on the Banks that preceded them?

8 marks.

5. Show the connection between the Egyptian ideas of Art and the Desert.

10 marks.

6. (a.) Describe the doorway in the Cathedral Church at Glendalough.

(b.) Name the other ruins in which similar doorways are found.

6 marks.

7. Explain the following—and say in what lesson, and in what connection each occurs:—

(a.) "At last divine Cecilia came."

(b.) "We'd jump the life to come."

4 marks.

8. Write out the stanza ending—

"Where ignorance is bliss

"Tis folly to be wise."

6 marks.

9. Mention some metals that may be called (a.) "brittle metals." (b.) What metal forms the limit between brittle and malleable metals?

4 marks.

10. Describe:—*Carriack-a-rede, Gougane-Barra, Coast of Clara.*

5 marks.

2 1

Appendix L.

Examination
Questions.Note
Teachers.

B Papers.

Appendix.

Exami-
nation
Questions.Male
Teachers.

B Papers.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

1. Draw an outline map of Great Britain, indicating the position of the leading mountains and rivers, in each division of the Island. 16 marks.
2. "The difference between a marine and continental climate produces most important influences on the vegetable life of various places." Give examples in illustration. 12 marks.
3. State, and illustrate by example, the third law of climate. 10 marks.
4. Describe Western Turkistan under the following heads:—(a) boundaries, (b) productions, (c) principal towns. 12 marks.
5. Give an account of the Hercynian mountains under the following heads:—(a) position and extent, (b) names and position of various ranges. 10 marks.
6. What and where are the following:—Passaro, Laon, Briel, Lopes? 6 marks.
7. Name the counties traversed by the river Severn, and an important town of each county. 6 marks.
8. State for what the following towns are chiefly remarkable, and state the precise situation of each of them, viz.:—Newcastle-under-Lyne, Portsmouth, Leicester. 6 marks.
9. State what you know of *Buxton*, *Ajaccio*, *Ararat*. 6 marks.
10. Give a short account of the soil, climate, and principal manufactures of Belgium. 6 marks.

AGRICULTURE.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEALY, District Inspector.

1. What constituents of manure heaps are specially liable to be washed away by rain? 10 marks.
2. Explain the following:—
(a.) *Alkali*, (b.) *Carbon*, (c.) *Ammonia*, (d.) *Conservae*, (e.) *Oxide of Silicon*. 10 marks.
3. How and when should vetches be sown? 10 marks.
4. Oxygen, carbonic acid, and water, are the main agents in wearing down rocks and soils. State briefly their respective modes of action. 12 marks.
5. How is the potato cultivated—
(1.) In light dry land?
(2.) In wet unimproved land? 8 marks.
6. Give the different dimensions of a stable which would accommodate three horses in stalls. 5 marks.

- | | | |
|---|----------|--|
| 7. Give a full account of the best way of cultivating beans. | 4 marks. | Appendix E. Examination Questions. Mark Teachers. B Page 2. |
| 8. How is the heat of an animal's body kept up? | 4 marks. | |
| 9. In what condition are the substances that go to form vegetable and animal nutrition respectively? Explain your answer fully. | 6 marks. | |
| 10. (a) In what case should lucerne be substituted for Italian grass? | 6 marks. | |
| (b) How may we dispense altogether with artificial grass? | 6 marks. | |

MECHANICS.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. ROSS, District Inspector.

1. A certain force acting on a mass of 24 lbs. produces an acceleration of 8 feet per second. Express this force in pounds weight. 10 marks.
2. A heavy body is projected up a smooth inclined plane whose inclination is $\frac{1}{2}$ with a velocity of 100 feet per second. In what length of time will the body be brought to rest? 10 marks.
3. Show that the centre of gravity of a triangle coincides with the centre of gravity of three equal heavy particles placed at its angular points. 10 marks.
4. A uniform bar of iron 10 feet long and weighing $1\frac{1}{2}$ cwt. is supported at its extremities in a horizontal position and a weight of 5 cwt. is suspended from a point in the bar distant 3 feet from one extremity. Find the pressures on the points of support. 10 marks.
5. What force acting during $8\frac{1}{2}$ seconds will produce a velocity of 100 feet per second? 10 marks.
6. What force, acting parallel to the base, will support a weight of 10 lbs. on a smooth inclined plane whose height is 3 feet and length 5 feet? 5 marks.
7. Show how to determine the centre of gravity of a thin triangular plate—
 - (a.) Geometrically.
 - (b.) Experimentally. 5 marks.
8. The radius of a wheel is 17 inches and the radius of its axle is 3.65 inches. What force applied to the wheel will just balance a weight of 79 lbs. on axle? 5 marks.
9. A body is projected vertically upwards and returns to the earth in 5 seconds. How high did it rise? 5 marks.
10. An iron bar 46 inches long is used as a lever of the first order. Where must the fulcrum be placed to produce equilibrium when the power is to the weight as 4 to 19? 5 marks.

Appendix L.

Examination
Questions.Male
Teachers.

B Papers.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. State what you know of *Mehemet Ali*, *Sobieski*, *Theodoric*, *Batou Khan*. 8 marks.
2. What are the principal events connected with the history of *Peter the Great* and with that of *Catherine II.* of Russia? 8 marks.
3. Over what countries of Europe has the *House of Bourbon* reigned? Who was the founder of this house? 8 marks.
4. Say what you know of *Prince Eugene*, *Marcus Aurelius Antoninus*, *James IV. of Scotland*, *Lysander the Spartan*. 8 marks.
5. Give a short sketch of the connection of the *Danes* with the history of England, Ireland, and Scotland. 8 marks.
6. What do you know of the history of the *Lombards*? 4 marks.
7. How is the territory lost by Turkey as a result of the war of 1877–8, now governed? 4 marks.
8. Say what you know of the *Habeas Corpus Act*. When was this Act passed? 4 marks.
9. Explain the historical allusions in the following lines:—
 - (a.) How just his hopes let Swedish Charles decide.
 - (b.) And Freedom shrieked as Kosciusko fell. 4 marks.
10. Who was the celebrated grandson of the Emperor Maximilian? When did the male branch of the House of Austria become extinct? 4 marks.

REASONING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. DOWNING, District Inspector.

1. Give your opinion as to the notion of "abstract ideas" associated with common terms. What is really the subject of our thoughts when employing such terms? 10 marks.
2. Explain why the following are inadmissible as moods of a syllogism:—

E, E, E; I, O, O; I, E, O; A, E, A.

10 marks.

3. State the three operations of the mind connected with the dialectic art; and say which of these is capable of being completely guarded against error, and how far the others may be secured from it. 10 marks.

4. Explain why it may be impossible in the case of an enthymeme to decide to which of the two kinds of fallacy we should assign it; and illustrate your answer with an example. 10 marks.

5. That pain is no evil is not true;
That pain is no evil was maintained by the Stoics;
∴ Something maintained by the Stoics was not true.

Reduce the above to the first figure, and then express it as a destructive conditional syllogism. 10 marks.

6. Show that in any valid syllogism one premise must be universal; also that only one premise may be negative. 5 marks.

7. Bread will be cheap, because the wheat crop is plentiful. The wheat crop is good, therefore the season must be favourable.

Show the difference in the force of the conjunctions *because* and *therefore* in the above sentences respectively. 5 marks.

8. State clearly the rule which regulates the distribution or non-distribution of the subject, and predicate, respectively, of a proposition. 5 marks.

9. Show by two examples that in every argument there must be two premises assumed, though only one may be expressed. 5 marks.

10. Explain the advantages derived from the use of technical language; and describe how it should be used. 5 marks.

Appendix L

Examination Questions.

M.A. &

Teachers.

B. Papers.

COMPOSITION.—50 Marks.

One hour and a half allowed for this subject.

N.B.—Only one subject to be selected.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

Cruelty to Animals.

The Power of Frost.

METHODS OF TEACHING.—60 Marks.

C Papers.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. STRONGE, District Inspector.

1. What are the most important principles which should regulate sequence of subjects in a time table? 12 marks.

2. How is the junior division lesson in "Reading and home lessons" carried on, so that all shall be at work during the whole time? 12 marks.

3. On what does the improvement of the pupils in practical calculation within any given time depend? Show how this is to be attained. 12 marks.

4. In a rural boys' school of 60 annual average, what system of organization is the most suitable? Draw up a time table to regulate the work of the school. 12 marks.

5. Describe clearly and fully how the attendance of a boy who leaves at 12 o'clock is dealt with in the school accounts and how the hour of his departure is recorded. 12 marks.

6. Describe the proper manner of reciting poetical pieces and the advantages that arise from committing such pieces to memory. 6 marks.

7. Where and in what order should the copy books of the divisions be kept? 6 marks.

| | | |
|------------------------|---|----------|
| Appendix L. | 8. Write out the programme in geography under heads <i>a, b, c</i> , for fifth class, second stage. | 6 marks. |
| Examination Questions. | 9. If too few children offer to answer, what may be inferred as to the question; and if this occur frequently, what may be inferred as to the teaching? | 6 marks. |
| Made Teachers. | 10. On what class of subjects should pupils not be required to write composition exercises, and why? | 6 marks. |
| C Papers. | | |

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLT, Head Inspector.

Mr. DEWAR, District Inspector.

1. State the formulæ for finding (a) the principal, (b) the time, (c) the rate, in simple interest, the other terms being given. 20 marks.
2. Having sold £1,500 stock which was purchased at $89\frac{3}{4}$, a man gained £200; at what rate did he sell? 20 marks.
3. Insert five equidifferent means between 20 and 30. 20 marks.
4. A grocer bought $6\frac{3}{4}$ cwts. of sugar at £0.34375 per lb., and sold it at a gain of $\frac{5}{11}$ per cent.; what did it realize, and what was his actual gain? 20 marks.
5. If 15 men working 10 hours a day reap 60 acres in 16 days, how many acres would 20 boys working 8 hours a day reap in $12\frac{2}{3}$ days, 8 boys being able to reap as much in an hour as 7 men? 20 marks.
6. Simplify—

$$\frac{1\frac{1}{2}}{3\frac{1}{2}} - \frac{5\frac{3}{4}}{6\frac{1}{4}} \text{ of } \left(\frac{1}{2} - \frac{\frac{1}{2} - \frac{1}{3}}{4\frac{3}{4} - 3\frac{1}{2}} \right). \quad 10 \text{ marks.}$$

7. A shilling weighs 3 dwts. 15 gra., of which 3 parts out of 40 are alloy. What is the value according to this rate of an ounce of pure silver? 10 marks.
8. What must be the price of the 3 per cents. so that by investing £32,850 my income may be £1,080 per annum? 10 marks.
9. Divide 9.614 by $.000019$, and multiply the quotient by $.0005$. 10 marks.
10. How is one ratio compared with another? Compare the ratio $5 : 8$ with the ratio $10 : 18$, and say which is the greater. 10 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLT, Head Inspector.

Dr. MORAN, District Inspector.

1. True wit is nature to advantage dressed,
What oft was thought, but ne'er so well expressed.
Something, whose truth, convinced at sight we find,
That gives us back the image of our mind.
As shades more sweetly recommend the light,
So modest plainness sets off sprightly wit;
For works may have more wit than does 'em good,
As bodies perish through excess of blood.

Parse the words in italics,

20 marks.

2. Write a general analysis of the following sentence :—A lighthouse was erected here in 1832, which is of great service to mariners, and has greatly diminished the number of shipwrecks caused by the position of the island in the direct course of vessels entering or departing by the North Channel.

10 marks.

3. What ideas are denoted by the affixes *ana*, *ec*, *ness*, *cle*, *less*? Give an example in each case.

10 marks.

4. When two nominatives joined by a copulative conjunction differ in person, in what person is the verb?

10 marks.

5. What is meant by analysis of sentences? What are the principal adjuncts by which sentences are enlarged?

10 marks.

6. Why is it more necessary to learn Latin and Greek roots than Anglo-Saxon?

6 marks.

7. Conjugate the following verbs :—*Flee, fly, lie, lay, fall, fell.*

6 marks.

8. Name the six simple parts of a complete English verb. Which of these are *finite*, and which *indefinite*?

6 marks.

9. Give examples of the imperative mood used in the third person.

6 marks.

10. Quote four colloquial expressions in which the possessive case does not denote a possessor.

6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Slow sinks, more lovely ere his race be run,
Along Morea's hills the setting sun;
Not, as in northern climes, obscurely bright,
But one unclouded blaze of living light!
O'er the hushed deep the yellow beam he throws,
Gilds the green wave that trembles as it glows.

But now all is changed. All the pleasing illusions, which made power gentle and obedience liberal, which harmonized the different shades of life, and which by a bland assimilation, incorporated into politics the sentiments which beautify and soften private society, are to be dissolved by this new conquering empire of light and reason.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. PEDLOW, District Inspector.

[The Dictation exercise for C Males is to be taken from the Sixth Book, page 316, commencing with "Again there are seen," and ending with the word "catastrophe."] 20 marks.

1. Give examples showing the tendency in language to shorten in derived words the sounds which were long in their primitives.

6 marks.

- Appendix L.* 2. Make out three lists of words exemplifying the irregular sounds of the diphthongs æ, œ, eo. 6 marks.
- Examination* 3. Give your views on the proper spelling of the following words:—*Gaily* (*Gayly*), *insure* (*ensure*). 6 marks.
- Questions* 4. “Who in proud rebellious arms
Conjured against the Highest.”
- Male Teachers.* Give the meaning of *conjured* in the above passage. 6 marks.
- C Papers.* 5. Account by the rules for spelling, or by derivation, for doubling or omitting a consonant in the following words:—*Tranquillity*, *fully*, *dissolution*. 6 marks.
6. Spell correctly and give the meanings of the words pronounced as follows:—*Kruce*, *provo*. 3 marks.
7. Why are such words as *duel*, *travel*, &c., treated as exceptions to the second rule for spelling? Give the substance of Webster’s remarks on this point. 3 marks.
8. Indicate the pronunciations of the words *intimate*, and *separate*, according as each word is used as a verb or an adjective. 3 marks.
9. What are the original and what the extended meanings of *bedlam*, *quick*? 3 marks.
10. Note the secondary accent in the words *complaisant* and *absentee*. 3 marks.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. SULLIVAN, District Inspector.

1. Prove proposition 13, book II., by describing squares on the sides of the triangle. 10 marks.
2. Prove that the square on the sum of any two lines is equal to four times the rectangle under the lines, together with the square on the difference of the two lines. 10 marks.
3. Any two angles of a triangle are together less than two right angles.
Prove this without producing a side. 10 marks.
4. ABCD is a four-sided figure, and BC is parallel to AD.
AB=BC=CD=325 feet: and AD is 733 feet. Find the area. 10 marks.
5. If the diagonals of a parallelogram be perpendicular to each other, the sides of the parallelogram are equal. Prove. 10 marks.
6. If a line be divided into any two parts, the square on the whole line is equal to the sum of the squares on the parts together with twice their rectangle. 5 marks.
7. On opposite sides of a base 120 yards long two isosceles triangles are constructed. The altitude of one triangle is double that of the other, and the triangle that has the less altitude is right-angled. Express in acres, roods, &c., the area of the quadrilateral thus formed. 5 marks.

8. If a line be bisected and divided externally, the sum of the squares on the segments made by the external point is equal to twice the square on half the line, and twice the square on the segment between the points of section. Appendix L.
Examina-
tion! ~
Questions.
5 marks.
9. A triangular field contains 1 acre 2 roods 9 perches; its base is 638 links; find the perpendicular in links. Male
Teachers.
5 marks.
10. The sum of the triangles whose bases are two opposite sides of a parallelogram and which have any point between these as a common vertex, is equal to half the parallelogram. C Papers.
5 marks.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. EARDLEY, District Inspector.

1. 1st January, 1890. Took stock and found on hands—

| | | £ | s. | d. |
|---|---|-------|----|----|
| | Cash, | 600 | 0 | 0 |
| | Wine, | 2,000 | 0 | 0 |
| | Bills Receivable, | 352 | 0 | 0 |
| | Liabilities— | | | |
| | Bills Payable, | 557 | 0 | 0 |
| | Due, Jas. Thompson, | 45 | 0 | 0 |
| 2 | " " Discounted Wm. Reid's acceptance for £300, and received in cash £197 10s., and allowed for discount £2 10s. | 200 | 0 | 0 |
| 3 | " " Sold J. Wilson—Wine, | 800 | 0 | 0 |
| 4 | " " Sold for cash—Wine, | 300 | 0 | 0 |
| 5 | " " Received J. Wilson's acceptance for 21 days, | 800 | 0 | 0 |
| 6 | " " Paid Jas. Thompson, | 45 | 0 | 0 |
| 7 | " " Paid cash for our acceptance to Wm. Reid—due this day, | 557 | 0 | 0 |
| 8 | " " Took stock and found on hands— | | | |
| | Cash, | 495 | 10 | 0 |
| | Wine, | 1,000 | 0 | 0 |

Journalize the above.

15 marks.

2. I desire to know from a merchant's books the quantity and value of goods he had on hand (a) at commencement (b) at closing; and also whether he gained or lost by his goods. Mention the various places from which I can get the information. 10 marks.

3. Journalize the following :—

Received from Jas. Robertson—

| | £ | s. | d. |
|------------------------------------|-----|----|----|
| My acceptance, | 170 | 17 | 6 |
| He allowing for discount | 0 | 11 | 8 |

Cash to balance his account 9 14 2

£180 0 0
10 marks.

Appendix L.
Examination
Questions.
Male
Teachers.
C Papers.

4. Under what circumstances may a Bill Receivable pass through a merchant's office without any entry on the Bills Receivable account? 9 marks.
5. "All real accounts (cash excepted) are closed by a double balance." How are these balances transferred to a new account? 6 marks.
6. I sell goods on trust to B, and after they are booked, I make an allowance of £3 for some defect: how should I journalize? 5 marks.
7. State the principle on which the division of the exercises on book-keeping into sets in the Board's treatise is based. 5 marks.
8. I draw on my debtor a bill of exchange for £50 in favour of James Quin for value received. Journalize. 5 marks.
9. February 1st. Paid my acceptance to Jones & Co., due this day. What does this entry mean? 5 marks.
- Give Jones's journal entry. 5 marks.
10. In what two places does the "profit and loss" on any real account appear? 5 marks.

ALGEBRA.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DEWAR, District Inspector.

1. A farmer sold a certain number of oxen for £80. If he had sold four fewer for the same sum the price of each would have been £1 more. Find the number of oxen and the price of each. 10 marks.

2. From the sum of the extremes of the four fractions—

$$\frac{1}{x-3a}, \frac{1}{x-a}, \frac{1}{x+a} \text{ and } \frac{1}{x+3a}$$

subtract the sum of the means. Find the conditions under which the remainder will be a positive quantity. 10 marks.

3. A certain number consisting of two digits is equal to three times the sum of its digits, and if 45 be added to the number the digits are reversed. Find the number. 10 marks.

4. Solve the equation—

$$\sqrt{a+x} + \sqrt{a-x} = \frac{12a}{5\sqrt{a+x}}$$

10 marks.

5. Reduce to its lowest terms—

$$\frac{(a+b)\{(a+b)^2-c^2\}}{4b^2c^2-(a^2-b^2-c^2)^2}$$

10 marks.

6. Solve the equations—

$$x - \frac{x-y}{2} = 4 \text{ and } y - \frac{x+3y}{x+2} = 1$$

5 marks.

7. Simplify—

$$\frac{x^2-3x+2}{x^2-6x+9} + \frac{x^2-5x+6}{x^2-2x+1}$$

5 marks.

8. Reduce to its lowest terms—

$$\frac{x^3 + 3x^2 - 20}{x^4 - x^2 - 12}$$

What is the value of the fraction when $x=2$?

5 marks.

9. Show that—

$$(x+y)^2 + (x-y)^2 = 2x(x^2 + y^2) :$$

$$\text{and } (x+y)^2 - (x-y)^2 = 2y(y^2 + x^2).$$

5 marks.

10. Reduce

$$\frac{4x^2 - 8x + 3}{2x^2 + x - 6} \text{ and } \frac{6x^2 + x - 1}{3x^2 + 5x - 2}$$

to their lowest terms, and subtract the first expression from the second.

5 marks.

Appendix L

Exami-
nation
Questions.

Male
Teachers.

C Papers.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

1. (a.) What is meant by "the fixed issue of a bank"?

(b.) State some points of difference in the law in England and the law in Ireland as regards "fixed issue." 10 marks.

2. (a.) How would you account for the difference as to commercial pursuits that existed between the ancient Egyptians and the ancient Phœnicians?

(b.) Mention any reference in our lesson books to the commerce carried on in ancient times between the latter nation and the Britons. 12 marks.

3. Quote the lines beginning "He's here in double trust" in which Macbeth's conscience pleads for Duncan. 10 marks.

4. (a.) Classify under the following heads the Deliverers of Israel mentioned in the Fifth Book:—

(1) Warriors not Judges.

(2) Judges not Warriors.

(3) Warriors and Judges.

(b.) Mention some act of deliverance effected by a member of each class. 8 marks.

5. What are Ware's and Petrie's opinions, respectively, as to the time of the origin of stone buildings in Ireland? 10 marks.

6. What were Uncle Toby's reasons for saying that Trim had acted "right as a soldier," but "wrong as a man"? 4 marks.

7. (a.) Mention five forms in which water acts as a disintegrating agent.

(b.) Which is the most powerful, and why? 6 marks.

Appendix E.
Examination
Questions.

Male
Teachers.

C Papers.

8. Explain the following lines as you would to a class; and name the poem (with the author) from which each is taken:—

(a.) "Thy wild and wizard finger
Sweepeth chords unknown to art."

(b.) "As like some gay child that sad monitor scorning."

(c.) "A land-breeze shook the shrouds."

6 marks.

9. State what you know of the appearance, habits, and song of the Nightingale.

4 marks.

10. Name the two leading assailants of Hastings in the House of Commons, and compare their motives.

5 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

1. Draw a map of the western coast line of Ireland, marking position of maritime counties with their chief towns.

16 marks.

2. Explain how it was that the Earth naturally assumed the shape of an oblate spheroid. Give a simple illustration.

12 marks.

3. The Polar star has been used in determining—(a) the magnitude of the earth, and (b) its shape. How?

12 marks.

4. Give a description of the River Shannon, showing its capabilities as a means of communication between the inland districts of Ireland and the sea.

10 marks.

5. A ship leaves the Sea of Azof for Calcutta. Describe her course, and state the probable nature of her cargo.

10 marks.

6. What and where are the following:—Rimini, Galveston, Bohmer Wald, Dunblane?

6 marks.

7. "The winters are milder in Patagonia and Tasmania than in the corresponding latitudes in Russia and Italy." Why?

6 marks.

8. In finding the distance in miles between two places on an ordinary map, on what graduated part of the map should the distance be measured, and why?

6 marks.

9. For what are the following places noted? Give the situation of each:—Cherbourg, Archangel, Elsinore.

6 marks.

10. Describe the soil and climate of Denmark.

6 marks.

AGRICULTURE.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEALY, District Inspector.

1. Explain clearly how convertible husbandry is carried out.

8 marks.

2. What should be the breadth of the drills, and space between the plants in the case of the following crops:—

(a.) Drumhead Cabbage, (b.) Turnips, (c.) Carrots, (d.) Potatoes?

12 marks.

3. What are the different considerations which should be taken into account when determining the times when ewes should yearn? 10 marks.
4. Explain the following:—
- (1) "The more dung the more lime."
 (2) "The use of lime without manure will make the farm and farmer poor." 10 marks.
5. State fully how beasts put up for stall-feeding should be treated for the first eight or ten days. 10 marks.
6. Give the different classes of soils to which lime should be applied in as caustic a state as possible. 5 marks.
7. When is "hand-feeding" of cattle likely to be required? 4 marks.
8. Describe the mode of training fruit trees as "dwarf pyramids." 6 marks.
9. How are store pigs to be fed—(1) In the summer half-year, and (2) In the winter half-year? 5 marks.
10. What is the best temperature at which to begin to churn—
- (1.) Cream? 5 marks.
 (2.) Whole milk?

Appendix L.
 Examination Questions.
 Male Teachers.
 C Papers.

II.—FEMALE TEACHERS.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. STRONGE, District Inspector.

Female Teachers.
 A Papers.

1. Specify for each class the changes introduced by the revised (1890) programme of needlework. 12 marks.
2. Draw out a time table suitable to your own school. State average attendance and teaching staff, and the principles which regulated your arrangement of time. 12 marks.
3. State the cases in which the teacher will have to use affirmative with the interrogative method of teaching. 12 marks.
4. Write out a few rules as a guide to a young teacher in prescribing home lessons for her pupils. 12 marks.
5. "With the above exception the secular business must not be interrupted or suspended by any spiritual exercise whatsoever" (Rule 87). Explain clearly the nature and limits of this exception. 12 marks.
6. What classes or subjects do you consider can with most advantage be taught by monitors during their first year of office? How do you assist them in the discharge of their duty? 6 marks.
7. Describe fully the course to be pursued in a "simple parsing" exercise. 6 marks.
8. Detail some of the signs that indicate a badly governed and badly disciplined school. 6 marks.
9. What are the limits of age for pupils attending infant schools or departments, and within what limits of classification can results' fees be earned for such pupils? 6 marks.
10. Describe an approved mode of examination in home lessons. 6 marks.

Appendix L.

Examination
Questions.Female
TeachersA¹ Paper.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLT, Head Inspector.

Mr. DEWAR, District Inspector.

1. What would be the amount in 5 years at 5 per cent. simple interest of a sum whose amount in 3 years is £385 5s. ? 20 marks.
 2. State and prove the rule for finding the value of a mixed periodical decimal. 20 marks.
 3. If a person gain $8\frac{1}{2}$ per cent. by selling apples at the rate of 8 for 6 $\frac{1}{2}$ d., how much does he gain by selling them at the rate of 3 for 2 $\frac{1}{2}$ d. ? 20 marks.
 4. A person pays insurance on his life to the extent of 10 per cent. of his income, this he deducts from his income, and after paying 5d. in the pound income tax on the remainder has £1,075 2s. 6d. a year left. What was his gross income ? 20 marks.
 5. A man sells out of the $3\frac{1}{2}$ per cents at 93 $\frac{1}{2}$ and realizes £18,700. He invests $\frac{1}{2}$ of the amount in the 4 per cents at 96, and the remainder in the 3 per cents at 90. Find the alteration in his income. 20 marks.
 6. Divide £65 9s. between 3 persons, so that the first may have as many half-crowns as the second has shillings, and the second as many guineas as the third has pounds. 10 marks.
 7. A quantity of tea is sold for 4s. 2d. per lb.; the gain is 10 per cent., and the total gain is £12. What is the quantity of tea ? 10 marks.
 8. What sum must be lent at simple interest at 4 per cent. per annum that the amount at the end of 2 years, 10 months, may be £627 18s. 6d. ? 10 marks.
9. Simplify
- $$1 + \frac{2}{3\frac{1}{2}}$$
- $$1 - \frac{2}{3\frac{1}{2}}$$
- 10 marks.
10. Some shares costing originally £100 a share, pay a dividend of $8\frac{1}{2}$ per cent., what must be their price now in order to return a purchaser $5\frac{1}{2}$ per cent. for his money ? 10 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SETMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

1. Draw an outline map of that portion of South America lying north of the Amazon, marking the position of the several countries, and the course of the rivers. 16 marks.
2. What and where are the following :—Anatolia, Egina, Koniggratz, Lugano. 10 marks.
3. Describe, and explain as you would to a class, the cause of the various appearances presented by the moon in making a complete revolution round the earth. 12 marks.
4. Give an account of South Australia under the following heads :—
(a) boundaries, (b) physical features, (c) exports. 10 marks.

5. State and account for the period of the rainy season on the Malabar and Coromandel coasts respectively. Also account for the absence of rain in that part of Peru between the Andes and the Pacific. 12 marks. Appendix.
Examination
Questions.
Female
Teachers.
A¹ Papers.
6. Upon what does the river system of a continent depend? Illustrate your answer by reference to the river drainage of South America. 6 marks.
7. Explain why it is that the earth moves round the sun in an elliptical, rather than in a circular, orbit. 6 marks.
8. What circumstances of interest are connected with the following geographical names:—*Coblentz, Euphrates, Guadalquivir, Stockholm?* 6 marks.
9. "It is evident that an isothermal line of any given temperature will recede farther from the equator in Europe than in the eastern part of N. America or Asia." Why? 6 marks.
10. Give a short account of Ceylon, as to soil, climate, and chief vegetable productions. 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Ye stars! which are the poetry of heaven,
If in your bright leaves we would read the fate
Of men and empires,—'tis to be forgiven,
That in our aspirations to be great,
Our destinies o'erleap their mortal state
And claim a kindred with you.

Goldsmith's poetry enjoys a calm and steady popularity. It inspires us, indeed, with no admiration of daring design, or of fertile invention; but it presents, within its narrow limits, a distinct and unbroken view of poetical delightfulness. His descriptions and sentiments have the pure zest of nature. He is refined without false delicacy, and correct without insipidity.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1. "*Being once perfected how to grant suit,
How to deny them, whom to advance, and whom
To trash for over-topping, new created
The creatures that were mine, I say, or changed 'em,
Or else new formed 'em: having both the key
Of officer and office, set all hearts i' the state
To what tune pleased his ear; that now he was
The ivy which had hid my princely trunk,
And suck'd my verdure out on't.*"

Parse the words in *italics*, and give a paraphrase of the entire passage. 20 marks.

Appendix L.

Examination
Questions.Female
Teachers.A¹ Papers.

2. Give a particular analysis of the following :—

"The mountains look on Marathon—
And Marathon looks on the sea;
And musing there an hour alone,
I dreamed that Greece might still be free.
For standing on the Persians' grave,
I could not deem myself a slave."

10 marks.

3. Give the derivation of each of the following words :—
- ford, brown, uncouth, truth, halter.*

10 marks.

4. "The way was long, the wind was cold."

"To the feast! to the feast! 'tis the monarch commands."

"Tis the glorious *Carlus Magnus*, with his gleamy spear in hand."

Indicate by the marks for long and short syllables the prosody of the above lines, and name the metre in each case.

10 marks.

5. Name five ancient and important works in Celtic literature still remaining.

10 marks.

6. Distinguish between the terms
- authentic*
- and
- genuine*
- , and between
- abhor*
- and
- detest*
- .

6 marks.

7. Describe the elegiac stanza and the Spenserian stanza.

6 marks.

8. State three of the figures of rhetoric with explanation and examples.

6 marks.

9. What enactment of Edward III. tended to "the great triumph of the English language over the Norman-French"? Give the date.

6 marks.

10. Discuss the question as to the existence of a
- passive voice*
- in the English language.

6 marks.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. How were Switzerland and Denmark respectively affected by the Congress of Vienna?

6 marks.

2. Refer events to the following dates :—B.C. 323, A.D. 809, 1649, 1813.

10 marks.

3. What division of the dominions of
- Charles V.*
- took place on his resignation?

8 marks.

4. Say what you know about
- Bernadotte, Rodolph of Hapsburg, Philip Egalité.*

8 marks.

5. Describe the European war which raged in 1854.

8 marks.

6. Say what you know of the part that
- Macedonia*
- took in the history of Ancient Greece.

4 marks.

7. Describe the political organization which has existed in
- Austria*
- since 1867.

4 marks.

8. When and by whom was the Roman Empire in the East destroyed?

4 marks.

9. To what was the ascendancy which
- Sparta*
- obtained attributable?

4 marks.

10. Name, with dates, two of the victories of
- Nelson.*

4 marks.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—Only one subject to be selected.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1. The homes of the poor.
2. 'Tis only noble to be good.

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. DUGAN, District Inspector.

1. What remembrance had *Miranda* of her infancy? Give some of her comments on *Prospero's* story, and some questions she asks in connexion with it. 12 marks.

2. Quote the passage spoken by *Caliban* beginning—"Be not afraid; the isle is full of noises." 12 marks.

3. Give a brief account of the action which *Caliban*, *Stephano*, and *Trinculo* take throughout the play. 12 marks.

4. Who are the speakers, and what is the context of—

(a.) 'Tis a good dulness, and give it way.

(b.) They all do hate him as rootedly as I.

(c.) 'Twill weep for having wearied you.

(d.) O King *Stephano*! O peer! O worthy *Stephano*!

12 marks.

5. Give the meanings of the following words as used in "*The Tempest*":—*Quaint*, *temperance*, *foison*, *urchins*. 12 marks.

6. Complete the passage beginning—"Sit still, and hear the last of our sea-sorrow." Who is the speaker; to whom are the words spoken; what was the "sea-sorrow"? 6 marks.

7. "*Pros.*—Hast thou, spirit,

Performed to point the tempest that I bade thee?"

Give the substance of *Ariel's* reply, and write explanatory notes on any parts of it which you may think need elucidation. 8 marks.

8. "*Pros.*—You do look, my son, in a mov'd sort,
As if you were dismayed: be cheerful, sir."

Quote the celebrated lines which follow.

6 marks.

9. Write notes on—"Water with berries in't;" "*dead Indian*;" "*the miraculous harp*." 4 marks.

10. Give the substance of what *Miranda* says in Act I., sc. 2, when expressing her compassion for the "*fraughting souls*" in the shipwrecked vessel. 6 marks.

2 K

Appendix L.

Exami-
nation
Questions.Female
Teachers.

A Papers.

METHODS OF TEACHING, &c.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. STONCE, District Inspector.

1. Show how a good style of reading may be taught, and explain what you mean by good reading. 12 marks.
2. Of forty half-hour lessons weekly (bipartite system), how many would you give to reading, writing, and arithmetic, respectively, in the senior division, and how many in the junior division? 12 marks.
3. Specify the requirements of the revised programme for each class in needlework. 12 marks.
4. Give a general abstract of the manner in which notes of lessons should be drawn up. 12 marks.
5. State in detail the various circumstances under which substitutes for absent teachers are sanctioned in National schools; also what must be the qualifications of substitutes, and what is the longest consecutive period for which one may be employed. 12 marks.
6. What two results are produced by education as distinct from instruction? 6 marks.
7. What course should be adopted when several pupils miss, and one at last answers? 6 marks.
8. How often should a teacher hold periodical examinations of her school during the year? What purpose do such examinations serve? Describe the most effective mode of conducting them. 6 marks.
9. How should your pupils prepare a home lesson in geography? 6 marks.
10. Explain the method of parsing in columns. Rule a page to suit and parse a short sentence as an example. 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. DEWAR, District Inspector.

1. A ship 40 miles from shore springs a leak which admits $3\frac{1}{2}$ tons of water in twelve minutes: 60 tons would suffice to sink her, but the ship's pumps can throw out 12 tons of water in an hour. Find the average rate of sailing that she may reach the shore just as she begins to sink. 20 marks.
2. A man invests £1,000 in the 3 per cents. at 100 $\frac{1}{2}$. After receiving the interest for a year, he is forced to sell out, and finds he has gained nothing by his money. Brokerage for buying and selling is 2s. 6d. per £100 stock. At what price did he sell out? 20 marks.
3. By what number must $\frac{\cdot 30 \text{ of } \cdot 18\bar{3}}{11\cdot 6}$ be multiplied so as to have the product equal to $\cdot 05$? 20 marks.

4. Find the difference between the true and mercantile discount on a bill of £408 12s. 6d., the specified time being 127 days, and the rate $4\frac{1}{2}$ per cent., and explain what is represented by this difference. Appendix L.
Examination
Questions.
Female
Teachers.
A Papers.
5. A railway is 130 miles long, and the train runs over it in $5\frac{1}{4}$ hours. The train stops 5 minutes at one station, and $2\frac{1}{4}$ minutes at each of nine other stations, and runs through a tunnel $1\frac{3}{4}$ miles long at the rate of 15 miles an hour. What is the average speed outside the tunnel? 20 marks.
6. Find the exact value of the product of $.3\overline{73}\overline{7}$ and $\frac{3}{7}$, and explain briefly the reason of the process. 10 marks.
7. Gold of the value of £423,267 arrives from Australia; what is its weight Avoirdupois, the price being £3 18s. per Troy ounce? 10 marks.
8. Express the quarter's rent of 22.7916 acres of land at £3.72 per acre for the year as the decimal of £100. 10 marks.
9. Which would be the better investment, 3 per cent. stock at $87\frac{1}{2}$, or shares in a mine at £233 each, on each of which a dividend of £7 13s. 4d. is paid annually? 10 marks.
10. Convert $\frac{17}{20 \times 8}$ into a decimal, and explain why the result is a terminating and not a recurring decimal. 10 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

1. Draw a sketch map of that portion of Asia lying west of the Indus and south of the parallel of 40° north lat., indicating the several political divisions, and leading physical features. 16 marks.
2. What is the "longitude" of a heavenly body, and how is it measured? 10 marks.
3. What are the conditions necessary for a maximum rainfall? Explain fully. 12 marks.
4. State the boundaries, and chief divisions of Tibet. Name the great rivers that have their sources in this country. 12 marks.
5. What and where are the following:—Ghent, San Juan, Ischia Orontes? 10 marks.
6. Give a short account of the Caucasian race, as to origin, physical characteristics, and geographical distribution. 7 marks.
7. How is the existence of the Deserts of Sahara, Gobi, and also that of Arabia accounted for? 6 marks.
8. Enumerate the five distinct groups into which the islands of Scotland may be divided. 5 marks.
9. How may it be shown that the altitude of the Polar Star is equal to the latitude of the observer. Explain by diagram. 6 marks.
10. Name the foreign possessions of Holland. 6 marks.

Appendix E.

Examination
Questions.Female
Teachers.

A Papers.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Ye stars ! which are the poetry of heaven,
If in your bright leaves we would read the fate
Of men and empires,—'tis to be forgiven,
That in our aspirations to be great,
Our destinies o'erleap their mortal state
And claim a kindred with you.

Goldsmith's poetry enjoys a calm and steady popularity. It inspires us, indeed, with no admiration of daring design, or of fertile invention; but it presents, within its narrow limits, a distinct and unbroken view of poetical delightfulness. His descriptions and sentiments have the pure zest of nature. He is refined without false delicacy, and correct without insipidity.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1.

*"Thou of thy son, Alonso,
They have bereft; and do pronounce by me,
Lingering perdition (worse than any death
Can be at once) shall, step by step, attend
You and your ways; whose wraths to guard you from,
(Which here, in this most desolate isle, else falls
Upon your heads), is nothing but heart-sorrow
And a clear life ensuing."*

Parse the words in *italics*, and give a paraphrase of the entire passage.

20 marks.

2. From what source is each of the following words taken:—*acromast, brusque, lagoon, tenor, barilla*?

10 marks.

3. Give a particular analysis of the following:—

*"On a rock whose haughty brow
Frowns o'er old Conway's foaming flood,
Robed in the sable garb of woe,
With haggard eyes the poet stood."*

10 marks.

4. State all you know of the Anglo-Saxon Chronicle; and give as complete a list as you can of writers of the Anglo-Saxon period.

10 marks.

5. Trace the derivation of *break, friend, havoc, doom, skirt*.

10 marks.

6. What are the exceptions to the rule of syntax that two nouns or pronouns occurring in the same simple sentence, and referring to the same person or thing, agree in case?

6 marks.

- | | | |
|--|----------|--|
| 7. Define (a) a term, (b) a proposition. Of what parts does the latter consist? | 6 marks. | Appendix L Examination Questions. Female Teachers. A Parents. |
| 8. Name three trisyllabic feet, and indicate the accented and the unaccented syllables in each, giving examples. | 6 marks. | |
| 9. State three figures of syntax, with definitions and examples. | 6 marks. | |
| 10. Show how in the sentence—'What you told me shall not be repeated,' <i>what</i> can be parsed not as a compound relative. | 6 marks. | |

HISTORY.—40 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. Narrate succinctly the events which led up to the signing of *Magna Charta*, and state some of the provisions of that charter. 8 marks.
2. Say what you know of the *Northmen* or *Vikings*, and of their connection with the history of Europe. 8 marks.
3. Refer events to the following dates :—A.D. 1579, 800, 1812, 1683. 8 marks.
4. Mention some political events in the life of *Edmund Burke*, giving dates. 8 marks.
5. Give a short account of the history of the *National Debt*. 8 marks.
6. What great political change took place in Europe in 1866? 4 marks.
7. Say what you know about the *Bastille*. 4 marks.
8. Give the dates of the accession and death of *Queen Anne*. 4 marks.
9. Who were *Egbert* and *Harfager*? 4 marks.
10. Name the *European* possessions of *Spain* in 1598. 4 marks.

COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—Only one subject to be selected.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1. Speak gently.
2. Christmas.

Appendix L.

Examination
QuestionsFemale
Teachers.

A. Papers.

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. DUGAN, District Inspector.

1. In Act V., scene 1, Prospero uses a *simile* and a *metaphor* exemplifying the returning of Alonso and his companions to their senses; quote these accurately. 12 marks.

2. Who are the speakers and what is the context of—

(a.) *It is the quality of the climate.*

(b.) *If the other two be brained like us, the State totters.*

(c.) *Sweet lord, you play me false.*

(d.) *I am in case to juggle a constable.*

12 marks.

3. Ant. "*Who's the next heir of Naples?*"

What is the answer, and what comments does Antonio make on the reply? 12 marks.

4. Pros. "*I must*

*Bestow upon the eyes of this young couple
Some vanity of mine art.*"

Describe briefly the masque which follows.

12 marks.

5. Pros. "*What is the time o' the day?*" Give Ariel's reply, and Prospero's subsequent remark. When was this question of time again referred to by them? 12 marks.

6. Seb. "*We would so, and then go a bat-fowling.*"

Explain what was meant by *bat-fowling*, and say what remark provoked this reply of Sebastian's. 6 marks.

7. Write explanatory notes on the following expressions from the play of "*The Tempest*":—(1) *Fealty*, (2) *Inch-meal*, (3) *Mops and moes*, (4) *Tang*. 6 marks.

8. Alonso says to the Boatswain—"How came you hither?" Give the substance of the Boatswain's reply. 6 marks.

9. What were the specific offences which Caliban promised to perform for "*King Stephano*" when he swore fealty to him? 6 marks.

10. Trinculo was a jester; give some of his witty sayings. 6 marks.

B. Papers.

METHODS OF TEACHING, &c.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. STRONG, District Inspector.

1. Specify the requirements of the revised programme in needlework for 4th, 5¹, and 5² classes. 12 marks.

2. What proportion should the width of draft space bear to the width of school room? 12 marks.

3. How may the ineffectiveness of simultaneous answering be tested? 12 marks.

4. In the Compound Rules children often subtract the greater from the less, and work reduction ascending as if it were descending. Explain clearly to what faults of method you think these errors are due. 12 marks.

5. For what periods may a National school be closed during the year? *Appendix L*
Under what circumstances will salary be withheld when a school is closed? 12 marks. *Examination Questions.*

6. What determines the number of blackboards which a school requires? How many are necessary in a school of 75? Give approximately the dimensions of those you would require. 6 marks. *Female Teachers.*

7. In teaching the parts of speech, what order would you follow? Write out notes of a lesson on the Personal Pronouns. 6 marks. *B Papers.*

8. Describe the method you would adopt to teach children politeness. 6 marks.

9. State two kinds of orthographical errors likely to be committed by children. Whence do they arise, and how should they be treated? 6 marks.

10. What special consideration is necessary in constructing a time table for a mixed school in which needlework is taught? 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. DEWAR, District Inspector.

1. Find the value of—

$$\frac{3\frac{7}{8}}{4\frac{2}{7}} \text{ of } £1 \text{ 4s. 9d.} - \frac{06812}{131} \text{ of } £2 \text{ 0s. 1}\frac{1}{4}\text{d.} \quad 20 \text{ marks.}$$

2. A man has a gross annual income on which he pays 5d. in the pound income tax; he spends $\frac{4}{5}$ of the remainder, and at the end of twenty years he has saved £1,000; what is his gross annual income? 20 marks.

3. A can do a piece of work in 12 hours, B in 4, and C in 3 hours, all three work for half an hour and then A leaves off. How long will it take B and C to finish the work? 20 marks.

4. Divide £2,850 between A, B, and C, giving $\frac{5}{7}$ of B's share to A, and to C £300 more than what is given to A and B together. 20 marks.

5. A person buys teas at 3 shillings and 4 shillings the pound, and mixes them in the proportion of 4 lbs. of the former to 7 lbs. of the latter; what will he gain per cent. by selling the mixture at 4s. 2d. per lb.? 20 marks.

6. If 10 men mow $32\frac{1}{2}$ Irish acres in 3 days, in what time would 5 men mow $65\frac{1}{2}$ statute acres? 10 marks.

7. Define a vulgar fraction. Hence show how any whole number may be represented as a fraction with a given denominator. Represent 12 as a fraction with a denominator 13. 10 marks.

8. Find the value of

$$7.125 \text{ of } 2 \text{ guineas} + 4.965 \text{ of } £1 \text{ 13s. 4d.} - 13.309 \text{ of } £1 \text{ 2s.} \quad 10 \text{ marks.}$$

9. What income would be derived from a sum of £6,864 if it were invested in 5 per cents when they are at 130? 10 marks.

10. A person having bought goods for £40 sells half of them at a gain of 5 per cent.; for how much must he sell the remainder so as to gain 20 per cent. on the whole? 10 marks.

Appendix.

Exami-

nation

Questions.

Female
Teachers.

B Papers.

GEOGRAPHY.—60 Marks

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

1. Draw an outline map of that portion of Africa lying to the north of the Equator, and mark on it the principal political divisions.

16 marks.

2. Give an account of the Ionian Islands, under the following heads—soil, climate, productions, and form of government.

12 marks.

3. Under what circumstances would the degrees of latitude be absolutely equal in length. State why they are not so, and give some instances to show their variation in different latitudes.

10 marks.

4. Give a brief description of Scotland, as to physical features, soil, and climate.

12 marks.

5. Describe the situation of the following :—*Chincha Islands, Magdala, Zanzibar.*

10 marks.

6. Name the several states into which the Turkish peninsula is now divided, giving the capital city of each.

6 marks.

7. What are—(a) the two lowest, (b) the two highest lakes in the world?

6 marks.

8. State what you know of *Memel, Leghorn, Balkh.*

6 marks.

9. Describe the origin and course of the Mozambique current.

6 marks.

10. Note some particulars showing the extreme cold of the southern hemisphere south of the parallel of 50°.

6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Ye stars ! which are the poetry of heaven,
If in your hright leaves we would read the fate
Of men and empires,—'tis to be forgiven,
That in our aspirations to be great,
Our destinies o'erleap their mortal state
And claim a kindred with you.

Goldsmith's poetry enjoys a calm and steady popularity. It inspires us, indeed, with no admiration of daring design, or of fertile invention ; but it presents, within its narrow limits, a distinct and unbroken view of poetical delightfulness. His descriptions and sentiments have the pure zest of nature. He is refined without false delicacy, and correct without insipidity.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SKYMOUR, Head Inspector.

Mr. PEDLOW, District Inspector.

Appendix L.

Examination Questions.

Female Teachers.

B Papers.

[The Dictation Exercise for P Females is to be taken from Book VI., page 195, from "In the larger churches" to "sometimes with lead."]

1. (a) The very list, the very utmost bound
Of all our fortunes.
- (b) Among the thick-woven arhorets and flowers,
Embordered on each bank, the work of Eve.

Explain the words in italics, with reference to their original and to their derived meanings. 6 marks.

2. State fully the improved methods of teaching spelling, as set forth in the introductory observations of the spelling book. 6 marks.

3. Distinguish the meaning of the following synonymous terms:—

- (a.) Praise, commend, eulogize.
- (b.) Worthy, estimable, valuable. 6 marks.

4. What is the usual sound of the digraphs *ex* and *ei*? Give exceptions to the rule in each case, showing distinct variations of sound. 6 marks.

5. Write short notes on the italicised letters in the following words:—Unremitting, irresistible, commodious, crypt. 6 marks.

6. Place the accent over the proper syllable in the following words:—*Controversial, insensibility, astronomic.* 3 marks.

7. Give your opinion (stating reasons) as to the proper spelling of the following words:—*Barytone, gaiety, agonize.* 3 marks.

8. Write, with their meanings, the words pronounced like or nearly like the following:—*Chagrin, jury, president.* 3 marks.

9. Give the different meanings of the words *scale* and *mould*, and show how the original meaning in each case pervades the others. 3 marks.

10. Spell fully the words of which the following are abbreviations:—*Vis., ult., &c., N.B.* 3 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1. He comes, the *herald* of a noisy world,
With spattered boots, strapped waist, and frozen *locks*;
News from all nations lumbering at his back.
True to his charge, the close packed *load* behind,
Yet careless *what* he brings, his one concern
Is to conduct it to the destined inn;
And having dropped the expected bag, *pass on*.
He whistles as he goes, light-hearted wretch,
Cold and yet cheerful; *messenger* of grief
Perhaps to thousands, and of joy to some;
To him *indifferent* whether grief or joy.

20 marks.

Parse the words in italics.

Appendix L. 2. Write a general analysis of the following passage:—

Exami- Nature seems to have taken particular care to disseminate her blessings
nation among the different regions of the world, with an eye to this mutual
Questions, intercourse and traffic among mankind. 10 marks.

Female 3. In what circumstances is the conjunction or not disjunctive? In
Teachers, what sense is it then used? 10 marks.

B Papers. 4. Write short notes as to the accuracy or inaccuracy of the following
expressions:—

"No pitying hand, no eye afford

A tear to grace his obsequies."

"I tell you this that you might know."

"Every one of these letters are in my name."

"The flock, and not the fleece are, or ought to be, the object
of the shepherd's care." 10 marks.

5. Derive the following words, giving root, and the prefixes
and affixes where they occur:—*discrepant, conflagration, rectilineal,*
amphibious, symptom, epigram. 10 marks.

6. Explain the idiom "Than whom." 6 marks.

7. "Generally speaking, a sentence in grammar, and the principal
parts into which it is divided, correspond to a logical proposition and its
divisions." Explain and exemplify. 6 marks.

8. In what cases is the comma not inserted before the relative?
6 marks.

9. What is meant in prosody by *pentameter*, and what by *hypermeter*?
6 marks.

10. What are the *figures of orthography*? Explain the nature of
each. 6 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Specify the errors of judgment which, according to Cardinal
Newman, are characteristic (a) of the young, (b) of men of ambition,
and (c) of poets, respectively. 10 marks.

2. Give a brief general account of any two eminent men mentioned
in Sixth Book. 10 marks.

3. "My early visitation and my last."

Explain this line; write out the five lines that follow it; name the
poem and the author. 10 marks.

4. Give receipts for the preparation of two of the following—

(a.) Beef steak pie.

(b.) Oatmeal pudding.

(c.) Malted butter.

(d.) Mushroom sauce.

10 marks.

5. Explain the processes by which sandstone and limestone rocks
have been formed. 10 marks.

6. At what season of the year, and why at that season, should window
curtains and bed furniture be washed? 5 marks.

7. Give three illustrations of the existence of a moral element in words. 5 marks. *Appendix L.*
8. What are the separate uses of cement and friction as agents in securing the stability of buildings? 5 marks. *Examination Questions.*
9. Complete Cato's soliloquy from the line beginning, "Thus am I doubly armed." 5 marks. *Female Teachers.*
10. Describe the process of gilding copper buttons. 5 marks. *B Papers.*

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. EARDLEY, District Inspector.

1. The following is my Balance account on 31st December, 1890:—

| | | | |
|--------------------------------------|-------|---|---|
| Cash in Provincial Bank, | £600 | 0 | 0 |
| " on hands, | 800 | 0 | 0 |
| Bills receivable on hands, | 400 | 0 | 0 |
| Wm. Smith owes me | 200 | 0 | 0 |
| Goods on hands, | 1,000 | 0 | 0 |
| Value of Premises, | 2,400 | 0 | 0 |
| I owe John Brown | 300 | 0 | 0 |
| Bills payable, | 1,500 | 0 | 0 |

Write up Ledger for opening a new set of books. 15 marks.

2. Explain fully what is meant by (a) an "acceptance;" (b) by "protesting a bill;" (c) by "maturity of a bill." 8 marks.

3. When a merchant wishes to settle with his partner who took no share in the business but merely contributed to the capital, describe the different steps to be taken. 10 marks.

4. What are my Journal entries when commission is due to me from my employer? 9 marks.

5. When a merchant buys goods of one sort for part goods of another sort, part ready money, and part bills—how does he journalize? 8 marks.

6. Paid Sheridan and Co. for my acceptance, due this day. Journalize. 5 marks.

7. A exchanges with B a horse worth £50 for a cow worth £35, and £15 in cash: how would each of them journalize, both being dealers in horses and cattle? 5 marks.

8. Explain clearly as you would to a class the meaning of the entry "Profit and Loss Dr. to Cash." 5 marks.

9. What is the first entry made in a set of books? What is the last? 5 marks.

10. My debtor becomes insolvent but afterwards pays a dividend. How must I journalize? 5 marks.

COMPOSITION.—50 Marks.

Two hours allowed.

N.B.—Only one subject to be selected.

Mr. BOLT, Head Inspector.

Dr. MORAN, District Inspector.

1. The month of May.
2. Just as the twig is bent the tree's inclined.

Appendix F.

Examination Questions.

Female Teachers.

B Papers.

HISTORY.—40 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. Quote accurately the passage in *Magna Charta* which provided for the liberty of the subject. 8 marks.
2. Refer events to the following dates—B.C. 480, A.D. 1520, 1746, 1772. 8 marks.
3. Say what you know of the *Pruzzi*, and the *Visigoths*. 8 marks.
4. What battles were fought in 1866, 1806, 1757, 1814? 8 marks.
5. State briefly the results of the French Revolution of 1830. 8 marks.
6. Narrate some events in the history of *Portugal* from 1807 to 1834. 4 marks.
7. When and by whom was *Marseilles* founded? 4 marks.
8. Say what you know about the *Confederation of the Rhine*. 4 marks.
9. By whom were Colonies from Scotland and England established in Ireland? 4 marks.
10. When was the power of *Denmark* at its height? Over what countries did the Danish king then hold sway? 4 marks.

C Papers.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLT, Head Inspector.

Mr. STRONG, District Inspector.

1. Specify two kinds of errors into which pupils are liable to fall in working arithmetical exercises, and how they should be treated. 12 marks.
2. Show by a diagram and explain the manner of making the movements from desk to floor, and from floor to desk, in a bipartite school, where there is walking passage all round the desks. 12 marks.
3. State two ways of putting a question in class or gallery teaching. 12 marks.
4. In a girls' school of annual average of 50, what is the full teaching staff permitted by the Commissioners' Rules? Draw up a time table to suit such a school. 12 marks.
5. Describe fully the method of marking the day's attendance in the roll book. State the hour before which this should be done, and all the consequent entries that must be made to complete the record for the day. 12 marks.
6. Write out in detail the programmes in needlework for second and third classes. 6 marks.
7. "Desk lessons should be carried on in perfect silence." Describe how this can be done. 6 marks.
8. Show that the difficulties of the alphabetic method of teaching reading have been exaggerated. 6 marks.
9. What is the best way to teach the early lessons in long division? 6 marks.
10. When and how should a class room be ventilated? 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLK, Head Inspector.

Mr. DEWAR, District Inspector.

Appendix L.

Examination
Questions.Female
Teachers.

C Papers.

1. The difference between two numbers when multiplied by 3·8 becomes ·171, the smaller number is 5; find the other. 20 marks.

2. When the price of gold is 4 guineas an ounce what is the cost of a gold ornament weighing 3 ozs. of which 18 parts out of 24 are pure gold; allowing 3s. 4d. an oz. for the alloy, and $\frac{1}{4}$ of the whole cost for workmanship? 20 marks.

3. If oranges are bought at the rate of 20 for a shilling, how many should be sold for £1 8s. to gain 40 per cent.? 20 marks.

4. A can run a mile in 7·68 minutes, B can run at the rate of 7·68 miles in an hour, which is the faster runner? And in a race which the faster wins in 6 minutes, how far will the loser be behind? 20 marks.

5. Explain the reason of the following rule:—To find the interest of a given sum for any number of days—multiply the principal by twice the rate, and this product by the days, and divide by 73,000. 20 marks.

6. Simplify the expression—

$$\frac{\frac{1}{2} + \frac{1}{3} + \frac{1}{4}}{\frac{1}{2\frac{1}{2}} + \frac{1}{3\frac{1}{2}} + \frac{1}{4\frac{1}{2}}}$$

10 marks.

7. A owns $\frac{5}{67}$ of an estate and B the remainder. Express B's share as a vulgar fraction; and find its value if the whole estate be worth £13,500. 10 marks.

8. If £35 5s. is paid in two years as income tax on an annual income of £846, at what rate per cent. is the tax levied? 10 marks.

9. A metre is 39·3708 inches. Reduce 14 yards 3 quarters 2 nails to metres. 10 marks.

10. Mention three cases in which the rule for proving multiplication by casting out the nines would fail to detect the mistake. 10 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SKYMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

1. Draw a map of Munster, marking the positions of the counties, with principal towns and harbours. 16 marks.

2. State the difference between the winter and summer temperatures of Warsaw and Dublin, and account for this difference. 12 marks.

3. Describe the phenomena named *avalanches* and *landslides*; and state the locality where they most frequently occur. 10 marks.

4. What, and where, are the following?—Tonga, Bantam, Belize, Sacramento, Asturias, Brosna, Oban. 10 marks.

| | | |
|------------------------|--|-----------|
| Appendix L. | 5. (a.) As a person moves northward on the earth, the altitude of the Polar Star increases. What is the cause of this? | 12 marks. |
| Examination Questions. | 6. Describe the position of Sea of Kara, Cape Leuca, Granada. | 6 marks. |
| Female Teachers. | 7. For what are the following towns remarkable—Cromarty, Milford, Cashel, Bath? State where each is situated. | 6 marks. |
| C Papers. | 8. What counties of Wales would be crossed by a straight road extending from the Estuary of the Dee to Swansea Bay. | 6 marks. |
| | 9. For what are the following places remarkable—Caen, Gottingen, The Hague? | 6 marks. |
| | 10. Name the principal productions of Russia. | 6 marks. |

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Ye stars! which are the poetry of heaven,
If in your bright leaves we would read the fate
Of men and empires,—'tis to be forgiven,
That in our aspirations to be great,
Our destinies o'erleap their mortal state
And claim a kindred with you.

Goldsmith's poetry enjoys a calm and steady popularity. It inspires us, indeed, with no admiration of daring design, or of fertile invention; but it presents, within its narrow limits, a distinct and unbroken view of poetical delightfulness. His descriptions and sentiments have the pure zest of nature. He is refined without false delicacy, and correct without insipidity.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. PEDLOW, District Inspector.

[The Dictation Exercise for C Females is to be taken from the Sixth Book, page 195, beginning with the words "In the larger churches," and ending with "sometimes with lead."]

1. Give five examples of the different changes which the prefix *ad* undergoes in combination with various roots. 6 marks.
2. Derivative words are formed from their primitives by the omission of letters. Explain fully the three processes by which this is effected. 6 marks.
3. "Our alphabet is defective and redundant." Point out one of these imperfections in each of the following words:—*Pall-mall, aisle, Brunswick*. 6 marks.
4. *Ab'sent, absent*. State how Walker accounts for a change of accent in this word. Give a general rule for accenting verbs of two and three syllables. 6 marks.

5. Explain as you would to a class that a knowledge of roots would prevent such words as the following being misspelled :—*Tyrannize*, *independent*, *excreescence*. Appendix L.
Examination Questions.
6 marks.
6. Distinguish in meaning between *deviser* and *divisor*, *medlar* and *meddler*, *galloon* and *galleon*. To what class of verbal distinctions are these words referable? Female Teachers.
3 marks.
7. Show the force of the primitive meanings in *hinder*, *matchless*, *darling*. C Papers.
3 marks.
8. What rules for spelling (or exceptions) do the following words exemplify :—*Barrack*, *wisdom*, *shoeing*.
3 marks.
9. Give three Saxon affixes which denote to make.
3 marks.
10. What words are pronounced like or nearly like the following :—*Mule*, *room*? Give their meanings.
3 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

1. "The monarch saw and shook,
And bade no more rejoice;
All bloodless waxed his look,
And tremulous his voice.
Let the men of lore appear,
The wisest of the earth,
And expound the words of fear
Which mar our royal mirth."

Parse fully the words in *italics*. 20 marks.

2. Give quotations from old authors to show that the verb "Be" is sometimes used in an indicative sense. 10 marks.

3. Show by examples that the infinitive mood "partakes of the nature of a noun," and that "in many cases it is equivalent not only to a participial, but also to a common noun." 10 marks.

4. Trace the following English derivatives to their roots :—*elbow*, *husband*, *doff*, *grocer*, *twilight*. 10 marks.

5. Correct or justify the following expressions, giving reasons :—

- (a.) Either you or I are mistaken.
(b.) I have lost the game though I thought I should have won it.
(c.) It is now 400 years since the art of multiplying books has been discovered.
(d.) He is a Nero, who is another name for cruelty.
(e.) I seldom or ever see him now. 10 marks.

6. Prepositions and conjunctions agree in being connecting words. How do they differ? 6 marks.

7. Explain how the passive voice is distinguished—(a) by its form, (b) by its meaning. 6 marks.

8. In what circumstances may the word *every* be joined to a plural noun? 6 marks.

9. Give examples of colloquial expressions in which the infinitive mood follows nouns and adjectives that do not imply action. 6 marks.

10. Conjugate the following verbs :—*rise*, *raise*, *freeze*, *wake*, *shear*. 6 marks.

Appendix.

Examination
Questions.Female
Teachers.

C Papers.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Give the substance of the observations as to the character and ability of Burke as given by (a) Sheridan and (b) Macaulay, respectively. 10 marks.

2. Name the poem (with the author) in which each of the following lines occur:—

- (1.) "At last divine Cecilia came."
- (2.) "No friends torment, no Christians thirst for gold."
- (3.) "Still in thy right hand carry gentle peace."
- (4.) "Sweet hashfulness! it claims at least this praise."

10 marks.

3. Name the different "Things of Beauty" which Keats says are "Joys for Ever." 10 marks.

4. How does idleness lead to ill-temper? 10 marks.

5. Write short explanatory notes on:—*Cambyzes, the gigantic Memnon, Romulus and Remus, Mrs. Montague.* 10 marks.

6. Give a brief general account of any three Fishes described in Fourth Book. 5 marks.

7. What three things should a buyer consider in purchasing articles of wearing apparel? 5 marks.

8. "This appearance surprises a traveller horn in the north of Europe." What appearance is referred to? And why does it surprise the traveller horn in the north of Europe? 5 marks.

9. Describe the leaf of Ash, Beech, Horse-chestnut, Sycamore, Pine. 5 marks.

10. Enumerate any three places of interest on the Antrim coast, giving a brief description of each. 5 marks.

Monitors.

D Papers.

III.—MONITORS.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. BOLT, Head Inspector.

Mr. STRONGE, District Inspector.

1. What points are to be attended to in order to teach children to march properly? 15 marks.

2. State the rules to be observed by a monitor in teaching phrase spelling from First Book. 15 marks.

3. Describe the alphabetic method, and the "Look and Say" method of teaching to read, and state how they are combined in National Schools. 15 marks.

4. In actual teaching how are the four kinds of exercises in word teaching dealt with? 15 marks.

5. Of what use is transcription? On what does the value of lessons in transcription depend? 8 marks. *Appendix.*
 6. What directions are to be followed as to keeping the school-room clean? 8 marks. *Examination Questions.*
 7. In teaching writing from dictation, what precautions must be observed as to the mere writing? 7 marks. *Monitor.*
 8. What is the best test of correctness in simple addition? 7 marks. *D Papers.*

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. BOLT, Head Inspector.

Mr. DEWAR, District Inspector.

1. If a sheep is worth £1 5s. 3 $\frac{1}{2}$ d., how many can I buy for £102 10s. 3 $\frac{1}{2}$ d.? If I lose four, and sell the rest at 13 half-crowns a head, what do I gain or lose? 25 marks.
2. Divide the square root of 1·002001 by 2·002. 25 marks.
3. A bill due 3 months hence is discounted at 4 per cent. by the ordinary method, and its present value is £1,225; what is the amount of the bill? 25 marks.
4. A person bought 100 oranges at 16 for 1s. just before a rise in price of 1 $\frac{1}{4}$ d. a dozen; how much did he save by buying before the rise? 25 marks.
5. Divide the sum of 3 $\frac{1}{8}$, $\frac{4}{7}$, $\frac{5}{11}$, and 11 $\frac{2}{3}$ by half the difference between $\frac{2}{3}$ and $4\frac{1}{2}$. 13 marks.
6. If a person walking 13 hours each day travel 191 miles in 7 days, in how many days of 9 hours each will he complete a journey of 450 miles at the same rate each hour? 13 marks.
7. If $\frac{3}{25}$ of a sum of money be £14, find the sum. 12 marks.
8. If $\frac{1}{4}$ cwt. cost £7 3s., what will $\frac{6}{11}$ of a ton cost? 12 marks.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLT, Head Inspector.

Dr. MORAN, District Inspector.

1. Much have I travelled in the realms of gold,
 And many goodly states and kingdoms seen;
 Round many western islands have I been,
 Which bards in fealty to Apollo hold.
 Oft of one wide expanse had I been told
 That deep-browed Homer ruled as his demesne,
 Yet did I never breathe its pure serene,
 Till I heard Chapman speak out loud and bold.
 Parse the words in italics. 24 marks.
2. Give the plurals of the following nouns :—*Seraph, genius, folio, potato, axis, gas, flagstaff, deer.* 12 marks.
3. "It should be borne in mind that we are never obliged to use the subjunctive mood." Explain. 12 marks.

- Appendix L.
Examination Questions.
Monitors.
D Papers.
4. What are *defective verbs*? Give a list of these verbs. 12 marks.
 5. Derive the following words:—*Suburban, delineate, benevolent, contract, dialogue, transition.* 8 marks.
 6. Distinguish between *simple parsing, etymological parsing* and *syntactical parsing.* 8 marks.
 7. How are the relations which are expressed in English by prepositions denoted in Latin and Greek? 7 marks.
 8. "The relative pronoun does not agree in case with its antecedent." What two rules guide us to the case of the relative? 7 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Slow sinks, more lovely ere his race be run,
Along Morea's hills the setting sun;
Not, as in northern climes, obscurely bright,
But one unclouded blaze of living light!
O'er the hushed deep the yellow beam he throws,
Gilds the green wave, that trembles as it glows.

But now all is changed. All the pleasing illusions, which made power gentle and obedience liberal, which harmonized the different shades of life, and which by a bland assimilation, incorporated into politics the sentiments which beautify and soften private society, are to be dissolved by this new conquering empire of light and reason.

DICTION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. PEDLOW, District Inspector.

[The Dictation Exercise for D Males is to be taken from Fifth Book, page 174, beginning with "The most extensive collieries" and ending with "upon mica slate."] 20 marks.

1. Write the past participles of the following verbs *trammel, equip, and say* whether they are examples of, or exceptions to, a rule of spelling, giving your reasons. 6 marks.
2. Correct the errors in spelling in the following words—*Mispent, dissect, theivish, argucing.* 8 marks.
3. Account for the spelling of the following words—*kidnapped, closeness, welfare*—by reference to the rule in each case. 8 marks.
4. Give the four classes of exceptions to the first rule for spelling. 8 marks.
5. Indicate the twofold pronunciation of the following words:—*presage, invalid, sewer.* 3 marks.
6. Spell the words pronounced like, or nearly like—*right, idle.* 3 marks.
7. Give the different meanings of *pound* and *palm.* 4 marks.
8. How is etymology a guide in case of doubtful orthography? Give two examples of this. 5 marks.

GEOMETRY AND MENSURATION.—50 Marks.

Appendix E.

Two hours and a half allowed for this paper.

Examination Questions

N.B.—Only four questions to be attempted.

Monitors.

Mr. HAMILTON, Head Inspector.

—

Mr. DALTON, District Inspector.

D. P. FINE

1. Given the difference of the side and perpendicular of an equilateral triangle, to construct it. 14 marks.
2. Prove that the square described on the diagonal of a square is double of the square itself. 12 marks.
3. The diagonal of a four-sided field is 9 chains 62 links, and the perpendiculars to it from the angles which it subtends are 4 chains 20 links, and 5 chains 77 links, respectively. Find the area of the field. 12 marks.
4. The segments of the base made by the perpendicular from the vertex of a triangle are 3 and 4 yards respectively, and the side next the smaller segment is five yards. Find the area of the triangle. 12 marks.
5. If two angles of a triangle be equal to one another, the sides which subtend, or are opposite to, these angles are also equal to one another. Prove. 7 marks.
6. Prove that the three interior angles of every triangle are together equal to two right angles. 6 marks.
7. The perimeter of a triangle is 294 yards and the sides are in the ratio of 13, 14, 15. Find the area of the triangle in square feet. 6 marks.
8. Find the side of a square which has the same area as an equilateral triangle whose perimeter is 30 yards. 6 marks.

BOOK-KEEPING—50 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. EARDLEY, District Inspector.

1. Open Ledger Accounts for the following :—

| Open Ledger Accounts for the following | | £ | s. | d. |
|--|---|-------|----|----|
| Jan. 1.—I have on hands, Cash, | . | 200 | 0 | 0 |
| " " Goods, | . | 1,000 | 0 | 0 |
| " J. Taylor owes me, | . | 250 | 0 | 0 |
| " I owe B. MacSheehy, | . | 20 | 0 | 0 |
| " Bills Receivable, | . | 100 | 0 | 0 |
| " Bills Payable, | . | 200 | 0 | 0 |
| Jan. 2.—Goods damaged, | . | 50 | 0 | 0 |
| " Received a legacy, | . | 500 | 0 | 0 |

14 marks

2. I buy goods from Drake and Co., and pay partly in cash, partly by bills, and get credit for the remainder. What are the journal entries? 14 marks.
3. I hold B's bill for £200. What are my entries? And what are B's entries regarding it? 12 marks.

| | | |
|------------------------|--|----------|
| Appendix L. | 4. At the closing of my books Smith owes me £100; how does that appear in the new books? | 10 marks |
| Examination Questions. | 5. What is the use of the Journal? In what set is it first introduced? | 8 marks. |
| Monitors. | 6. Mention three classes of accounts which are closed "To" or "By Profit and Loss." | 6 marks. |
| D Papers. | 7. Discounted Wm. Kelly's acceptance for £100. Discount allowed £1. Journalize. | 6 marks. |
| | 8. In what respects does the fifth set of book-keeping differ from the fourth? | 5 marks. |

ALGEBRA.—50 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DEWAR, District Inspector.

1. Solve the equation—

$$\frac{1}{x-a} - \frac{1}{x-b} = \frac{a-b}{x^2-ab} \quad 14 \text{ marks.}$$

2. Divide
- $m^3 - 2mp - n^3 - 2nq + p^2 - q^2$
- by
- $m - n + p - q$
- . 12 marks.

3. The denominator of a fraction exceeds the numerator by 2, and if the numerator be increased by 5 and the denominator be doubled, the fraction so obtained is equal to
- $\frac{4}{5}$
- . Find the original fraction. 12 marks.

4. Reduce to its lowest terms—

$$\frac{x^4 - 15x^2 + 28x - 12}{2x^3 - 15x + 14} \quad 12 \text{ marks.}$$

5. Simplify—

$$10x - [4\{5x - 3(x-1)\} - 3\{4x - 3(x+1)\}] \quad 7 \text{ marks.}$$

6. Extract the square root of

$$43a^2x^2 - 6a^2x + 49x^4 - 14ax^3 + 9a^4. \quad 6 \text{ marks.}$$

7. If the divisor is
- $x+1$
- and the dividend is the product of
- $x+3$
- ,
- $x+4$
- , and
- $x-7$
- , what is the remainder? 6 marks.

8. One-third of a ship belongs to A, two-ninths to B, and the rest to C. If C's share is worth £1,000 less than half the value of the ship, find what the ship is worth. 6 marks.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

1. As an exercise in composition, write out in your own words the story of "The Theft of the Golden Eagle." 16 marks.

2. Where was the use of Coffee first known? Give a sketch of its introduction into this country. 12 marks.

3. Give a short account of the route of the Caravans in crossing the Desert of Sahara. 10 marks.

4. Quote from "The Deserted Village" six lines, beginning:—

"A time there was,"

and eight lines, beginning:—

"Yes! let the rich deride."

12 marks.

5. Explain the following lines:—

(a.) "A clog upon the wheels of time."

(b.) "Difficult of access to the human foot."

(c.) "Lulled in nature's fostering arms."

(d.) "In little sharps and trebles."

8 marks.

6. What is the moral of each of the following lessons:—(a) "The Captive Linnet," (b) "The Fox and the Stork," (c) "Whang the Miller," (d) "The Lion and the Mouse"?

8 marks.

7. Describe the origin and properties of
- Gutta-percha*
- , and state its principal uses.

5 marks.

8. Mention the several birds named in the poem on "The Birds."

4 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. SETMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

1. Draw an outline map of Ireland, marking the boundaries of the maritime counties in Munster and Connaught.

16 marks.

2. State why a degree of longitude must vary in different latitudes, and give as nearly as you can the length of a degree of longitude at the latitudes of
- 10°
- and
- 50°
- , respectively.

15 marks.

3. Explain how it is possible to ascertain the circumference of the earth, and hence its other dimensions.

15 marks.

4. Through what counties do the following rivers respectively flow? Name two towns on the banks of each:—Tweed, Nore, and Trent.

14 marks.

5. Name the principal mountain ranges or groups in the Province of Ulster.

8 marks.

6. Describe the position of Trieste, Bosnia, Lake Zurich.

6 marks.

7. Name the rivers in North America flowing into (a) the Pacific Ocean, (b) the Atlantic Ocean.

8 marks.

8. State where the following towns are situated:—Lewes, Swansea, Peterhead.

8 marks.

AGRICULTURE.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEALY, District Inspector.

1. (a.) Name two crops liable to be attacked by insect pests.

(b.) Give the remedy in each case.

14 marks.

2. How should salt be given to (a) sheep, (b) pigs, (c) horses, (d) cows?

12 marks.

Appendix L.
Examination
Questions.
*Monitors.
B Papers.

3. Show that the degree of exhaustion of land depends upon the system of farming pursued. 12 marks.
4. What variety of oats is best fitted for two of the following—
 - (a.) Rich ground ?
 - (b.) Medium ground ?
 - (c.) Poor, cold land ?
 - (d.) Rich moory land ?
 12 marks.
5. For what kind of soil is the grass called "Timothy" best suited ? 5 marks.
6. Give the quantities of seed required for an acre of (a) oats, (b) flax, (c) vetches, (d) beans. 8 marks.
7. State the different ways in which oil cake may be given to cattle. 6 marks.
8. What is the objection to potatoes as the main food for pigs ? 6 marks.

DRAWING.—50 marks.

Three hours allowed for this subject.

N.B.—*The name of the Monitor and of his School to be written on each paper.*

Mr. NEWELL, Head Inspector.

Mr. CRAIG, District Inspector.

The examination consists of three parts :—

1. Freehand Drawing from the Flat.
2. Object Drawing in Outline.
3. Practical Geometry.

I.—FREEHAND FROM THE FLAT.—20 Marks.

Copy the example given, enlarged in breadth about 1 inch, and proportionately throughout.

II.—OBJECT DRAWING.—12 Marks.

The Examiner will place on a small table, raised about 2 feet 6 inches from the floor, an ordinary bedroom hot water can. A drawing of the can and top of the table is to be made, so as to fairly fill the paper.

III.—PRACTICAL GEOMETRY.—18 Marks.

NOTE.—*Any three of the following questions may be attempted. Answers should be written on one side of the paper only, and where a construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question unless the construction is neatly drawn and all lines are shown.

1. Describe a circle of 2.25 inches diameter. Circumscribe this circle by a triangle whose sides are in the ratio 3 : 4 : 6. 6 marks.
2. Draw a scale of $\frac{3}{4}$ inch to the foot, showing inches by the diagonal method. 6 marks.
3. Draw a sector of 2-inch radius, having an angle of 150° . 6 marks.
4. A B is the mean proportional between two lines, 3 inches and 1.8 inches long. Find its length. 3 marks.
5. Construct a pentagon having each of its sides two inches long. 3 marks.
6. From a point C, one inch outside the circumference of a circle whose diameter is 2 inches, draw a tangent to the given circle. 3 marks.

MUSIC—HULLAH.—50 Marks.

One hour and a half allowed for this paper.

Not more than four questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALLMAN, District Inspector.

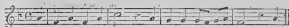
Appendix L.

Examination
Questions.

Musical.

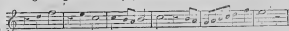
4 Papers.

1. Transpose the following passage into the scale of the dominant of its own scale, inserting the proper signature.



20 marks.

2. Define "reading in time." Show how the following passage would be read in time, connecting by a hyphen (-) the notes read as one beat, and lengthening with a dash (—) the notes that occupy two.



12 marks

3. Bar the following and insert the time signature.

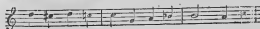


10 marks.

4. Any sound may be used as a tonic. Illustrate this by writing a scale having Mi as tonic.

8 marks.

5. What are the "accidentals" in the following passage, and how are the notes affected by them?



8 marks.

6. Explain the difference in the mode of singing the notes written below according to the way in which they are marked, and give the proper term, indicating style, in each case.

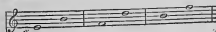


6 marks.

7. What are each of the following:—A *clef*, an *interval*, a *slur*, a *double bar*, a *tetrachord*?

5 marks.

8. State the names of the following intervals, and say what each becomes on inversion.



6 marks.

Appendix L.
Examination
Questions.
Monitors.
D Papers.

MUSIC—TONIC SOL-FA.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. SKYMOUR, Head Inspector.

Dr. STEED, District Inspector.

1. How are the little steps of the scale separated from each other? Hence define Doh's place in the scale. 16 marks.
2. What is the standard common scale? 12 marks.
3. Copy the following rhythm, and underneath each pulse write its corresponding time name :—

{ | l . l : . l | — . l : l . | l . , l : | l , l . l , l : — } 16 marks.

4. What are the mental effects of Doh, Me, and Soh when sung in a slow melody? 6 marks.
5. What is meant by a tune being in Key A? How is Key A found? 8 marks.
6. Explain M 60. 6 marks.
7. Write the rhythm corresponding to the following time names :—
Taa, aasai, tan-ai, aa, tafasete, santai, taasete, saa. 8 marks.
8. Write the three major common chords found in the common scale. 3 marks.

Monitresses
D Papers

IV.—MONITRESSES.

METHODS OF TEACHING.—60 marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. BOLT, Head Inspector.

Mr. STRONG, District Inspector.

1. What arrangements should be made in a schoolroom for the disposal during school hours of caps, baskets, shawls, &c., so as to prevent confusion? 15 marks.
2. Describe the advantages that may arise from requiring the pupils to write out the poetical pieces that they have committed to memory. 15 marks.
3. In what case and for what purpose may the monitor with advantage keep outside a class, instead of in the centre? 15 marks.
4. How does an exercise in spelling from dictation differ from an exercise in spelling off the tablets? 15 marks.
5. Describe fully the proper manner of reading for pupils who are writing from dictation. 8 marks.
6. What are the three parts of which a reading lesson consists? 8 marks.
7. State the requirements of the programme for first and second classes in arithmetic under the various heads. 7 marks.
8. Enumerate the several mental arithmetic exercises suitable for little children. 7 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. DEWAR, District Inspector.

Appendix L.

Examination
Questions,

Montrose.

D Papers.

1. Define the terms, *measure*, *common measure*, and *greatest common measure*; and find the greatest common measure of 805, 2622, and 1978.

25 marks.

2. If $42\frac{1}{2}$ yards of cloth which is 18 inches wide cost £59 14s. 2d., what will $118\frac{1}{2}$ yards of yard-wide cloth of the same quality cost?

25 marks.

3. What is *Present Worth*? Find the present worth of £149 1s. 3d. due seven years hence, at $2\frac{1}{2}$ per cent., simple interest.

25 marks.

4. A man engages to ride 500 miles in 60 hours. He rides 2 miles in $11\frac{1}{4}$ minutes, and stops an hour at the end of every 40 miles; how much time has he to spare?

25 marks.

5. How much per cent. is $2\frac{1}{4}$ d. in a shilling?

13 marks.

6. By selling cloth at 7s. 8d. per yard, there was a loss of 8 per cent.; what per yard should the cloth be sold at so as to gain 8 per cent.?

13 marks.

7. Divide 900176 by 4373.

12 marks.

8. Reduce 2 furlongs, 11 yards, 1 foot, 9 inches, to the decimal of a statute mile.

12 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper

N.B.—Only four questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALEXANDER, District Inspector.

1. Draw an outline map of Ireland, marking the positions of five harbours in Munster, and of five towns in Leinster.

16 marks.

2. Name the maritime counties of Scotland between Pentland Firth and Firth of Forth, and give their chief towns.

15 marks.

3. State as nearly as you can the following particulars with reference to Ireland, viz.: the latitude of Londonderry (city), the longitude of Achil Head, and the longest river of Leinster, with the names of the counties watered by it.

15 marks.

4. Define the following geographical terms:—*Meridian*, *zenith*, *eclipse*, *circle of illumination*, *aphelion*.

14 marks.

5. To what countries of Europe do the following districts respectively belong:—Savoy, Aragon, Grisons, North Brabant?

9 marks.

6. Describe the course of a ship on a voyage from Marseilles to Constantinople, calling at Naples and Palermo.

8 marks.

7. Name the highest mountain in each of the following counties, and give its height:—Argyle, Stirling, Wicklow.

8 marks.

8. Why are the days and nights always of equal length at the Equator?

5 marks.

Appendix L.

PENMANSHIP.—40 Marks.

Examination Questions.

Half an hour allowed for this exercise.

Monitresses

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

D Papers.

Ye stars! which are the poetry of heaven,
If in your bright leaves we would read the fate
Of men and empires,—'tis to be forgiven,
That in our aspirations to be great,
Our destinies o'erleap their mortal state
And claim a kindred with you.

Goldsmith's poetry enjoys a calm and steady popularity. It inspires us, indeed, with no admiration of daring design, or of fertile invention; but it presents, within its narrow limits, a distinct and unbroken view of poetical delightfulness. His descriptions and sentiments have the pure zest of nature. He is refined without false delicacy, and correct without insipidity.

SPELLING BOOK, &c.—50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. SKYMOUR, Head Inspector.

Mr. PEDLOW, District Inspector.

[The Dictation Exercise for D Females is to be taken from the Fifth Book, page 294, from "After having thus surveyed" to "the bosom of the ocean."] 20 marks.

1. The verbal distinctions are arranged into five classes. Point out the distinctions between them, and say to what class each of the following words belongs:—*extant, refuse, manner.* 8 marks.

2. State the meaning of each of the following words:—*forte, gage, pier*; and name in each case one other word similarly pronounced, giving its meaning. 8 marks.

3. Give the several meanings of the words—*bay, corn, deal*, and refer each of these words to its proper class. 8 marks.

4. Write the plural of the word *jolly*; and give the present and past participles of *fancy* and *portray*. 6 marks.

5. *Paid, receipt, enrolled.* Give reasons for the spelling of these words. 5 marks.

6. Write brief notes on the letters in italics in the following words:—

employ,
millstone,
alchemy.

4 marks.

7. Explain fully the meaning of the words—*pale, line*, in the following phrases:—

Within the *pale*.
To *line* clothes.

3 marks.

8. Show that the meaning of each of the following words varies according as the accent is placed on the first or second syllable:—*august, minute.* 3 marks.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—Only four of these questions, of which the parsing exercise must be one, are to be attempted.

Mr. BOLE, Head Inspector.

Dr. MORAN, District Inspector.

Appendix L.

Examination Questions.

Monitresses

D Papers.

1. The laws of that country being very severe against slaves, he was tried and found guilty of having fled from his master, and, as a punishment for his pretended crime, he was sentenced to be torn in pieces by a furious lion, kept many days without food.

Parse the words in italics.

24 marks.

2. Name six of the conjunctions which usually precede the subjunctive mood.

12 marks.

3. When must the letter *s* as well as the apostrophe be added to the nominative plural to form the possessive case?

12 marks.

4. Give the meaning of the following roots:—*Potamos*, *orthos*, *decem*, *funum*.

12 marks.

5. What classes of nouns have no plural?

8 marks.

6. What are *neuter* verbs? Give examples.

8 marks.

7. Give five terminations, expressing diminution, endearment, or contempt; with an example under each.

7 marks.

8. State the distinction in meaning between the expressions:—*He has lived in that house for several years*, and *he lived in that house for several years*.

7 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only four questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Give briefly, in your own words, the story of "The Farmer and his Sons."

14 marks.

2. Write out the stanza of which the following line is the conclusion:—

"Our sweetest songs are those that tell of saddest thought."

12 marks.

3. Where is the cave of Corvorant? Give a general description of it.

12 marks.

4. Write a short account of the lakes on the Shannon.

12 marks.

5. State some facts showing the antiquity of the manufacture of glass.

8 marks.

6. "And still as each repeated pleasure tired,"

Complete the passage as far as—

"—but all these charms are fled."

6 marks.

7. Describe the construction of beaver houses; and say what determines their size.

6 marks.

8. Name three kinds of *pigeon*, and state how each can be distinguished.

5 marks.

Appendix L.

Examination Questions.

Monitresses

D Papers.

DRAWING.—50 Marks.

Three hours allowed for this subject.

N.B.—*The name of the Monitress and of her School to be written on each paper.*

Mr. NEWELL, Head Inspector.

Mr. CRAIG, District Inspector.

The examination consists of three parts :—

1. Freehand Drawing from the Flat.
2. Object Drawing in Outline.
3. Practical Geometry.

I.—FREEHAND.—20 Marks.

A drawing of the example supplied is to be made on an enlarged scale : the length to be increased about one inch, and the breadth in proportion.

II.—OBJECT DRAWING.—12 Marks.

The Examiner will place on an ordinary oval tea tray, at a height of about 2 feet 6 inches from the floor, a breakfast cup and saucer and a cream jug. A drawing of these objects is to be made so as to fairly fill the paper.

III.—PRACTICAL GEOMETRY.—18 Marks.

NOTE.—*Any three of the following questions may be attempted. Answers should be written on one side of paper only, and where a construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question unless the construction is neatly drawn and all lines are shown.

1. Draw an equilateral triangle, each side 2 inches long, and on its three sides construct, respectively, a square, a hexagon, and a rhombus with an angle of 60° . 6 marks.
2. Draw three equal circles of 1 inch radius, each touching the other two. 6 marks.
3. Construct a triangle having sides respectively, 4 inches, 3 inches, and $2\frac{1}{2}$ inches. On the 4-inch side mark off any five irregular divisions, then divide the $2\frac{1}{2}$ inch side proportionately to the divisions of the 4-inch side. 6 marks.
4. In a circle of an inch radius inscribe a regular heptagon. 3 marks.
5. Show how to draw a tangent to the arc of a given circle at a point A, without using the centre. 3 marks.
6. Construct the circle of which any arc is a part. 3 marks.

MUSIC—HULLAH.—50 Marks.

An hour and a half allowed for this paper.

Not more than four questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALLMAN, District Inspector.

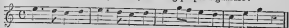
Appendix L.

Examination
Questions.

Mondresses

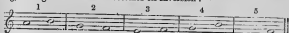
D Papers.

1. Transpose the following passage into the scale of the subdominant of the scale in which it is written, marking proper signature :—



16 marks.

2. Define an interval, and name correctly the intervals in the following, stating also what each becomes on inversion :—



10 marks.

3. Write on a staff the first four bars of any school song you know marking the proper scale and time signatures.

12 marks.

4. In what respect are the tetrachords of a major scale the same, and in what respect different?

12 marks.

5. Write on a staff ruled for the purpose the scale signatures of the following major scales :—La, La b, Si, Mi b.

10 marks.

6. Bar the following and insert the time signature :—



8 marks.

7. How is a repeat indicated when the passage to be repeated is not from the beginning of the piece?

3 marks.

8. What are :—A unison, a triad, a tritone, a chord?

4 marks.

TONIO SOL-FA.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. SEYMOUR, Head Inspector.

Dr. STEEDE, District Inspector.

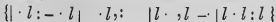
1. Write the common scale from Doh to Doh in a vertical column, and opposite each note write its mental effect when sung in a slow melody.

16 marks.

2. What is a Key?

12 marks.

3. Copy the following rhythm, and underneath each pulse write its time name :—



16 marks.

4. What effect has two pulse measure? What are its two forms? What parts of a tune are affected by those forms?

6 marks.

- Appendix L. 5. What is accent? What are the marks for the different degrees of accent? 8 marks.
- Examination 6. Write the rhythm corresponding to the following time names, using Questions. 1 for the notes sung:—Thatai, aatai, traa, aa, saatai, tasatefe, taa-fo, saa. 8 marks.
- Modistress 7. Write in a vertical column the scale from Doh to Doh, and show D Papers. where the great, small, and little steps respectively occur. 6 marks.
8. What are replicates? Write Doh-one and One-doh. 3 marks.

V.—EXTRA SUBJECTS.—MALES.

LATIN.—50 marks.

Two hours allowed for this paper.

Only five questions to be attempted—to include at least one from each group, A, B, C.

Mr. NEWELL, Head Inspector.

Mr. HYNES, District Inspector.

A.

1. Translate into English:—

Tum verò ardemus scitari et querere causas,
Ignari scelorum tantorum artisque Pelasgæ.
Prosequitur pavitans, et ficto pectore fatur:
Sæpe fugam Danaï Trojâ cupiere relicta
Moliri, et longo fessi discedere bello.
Focissentque utinam! Sæpe illos aspera ponti
Interclusit hiems, et terruit Auster euntes.—VIRGIL.

10 marks.

2. Ad hæc Ariovistus respondit: "Jus esse belli, ut qui vicissent, is quos vicissent, quemadmodum vellent, imperarent: item Populum Romanum victis non ad alterius præscriptum, sed ad suum arbitrium, imperare consueisse. Si ipse Populo Romano non præscriberet, quemadmodum suo jure uteretur; non oportere sese a Populo Romano in suo jure impediri. Adduos sibi, quoniam belli fortunam tentassent et armis congressi ac saepius essent, stipendiarios esse factos.—CÆSAR.

10 marks.

3. Pontificem deinde Numam Marcium Marci filium ex patribus legit eique sacra omnia exscripta exsignataque attribuit, quibus hostis, quibus diebus, ad quæ templa sacra fierent, atque unde in eos sumptus pecunia erogaretur. Cetera quoque omnia publica privataque sacra pontificis scitis subiecit, ut esset, quo consultum plebes veniret, ne quid divini juris negligendo patrios ritus peregrinosque adascendo turbaretur; nec caelestes modo caerimoniae, sed justa quoque funebria placandæque manes ut idem pontifex edoceret, quæque prodigia fulminibus aliore quo visu missa susciperentur atque curarentur.—LIVY. Book I, c. 20.

10 marks.

B.

4. Translate into Latin:—

One day a strange woman appeared before the king and offered him nine books to buy; and when he refused them she went away and burnt three of the nine books, and brought back the remaining six and offered to sell them at the same price that she had asked for the nine.

10 marks.

5. Express in Latin—

(a.) *The Consul fixed the elections by an edict for the third of August.*(b.) *When I have had an interview with Caius, I will set out home.*

5 marks.

Appendix L.

Exami-
nation
Questions.Male
Teachers.

A' Paper.

C.

6. Explain fully the cases in which "*qui*" takes the subjunctive.

10 marks.

7. Give the derivation of—*Præceps, incolumis, sollemnis*. 5 marks.8. Give the principal parts of the following verbs:—*Ardeo, solvo, pario*. 5 marks.9. Give the dates and results of the following battles, *Actium, Cynoscephalæ, Zela*. 5 marks.10. Sketch the life of *On. Pompeius Magnus*, giving as many dates as you can. 5 marks.

LATIN.—50 Marks.

A, B, or C
Paper.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted—to include at least one from each group A, B, C.

Mr. NEWELL, Head Inspector

Mr. HYNES, District Inspector

A.

1. Translate into English:—

Hæc fatuus, latos humeros subjectaque colla
 Veste super, fulvique insternor pelle leonis,
 Succedoque oneri: dextræ se parvus Iulus
 Implicuit, sequiturque patrem non passibus æquis.
 Ponè subit conjux. Ferimur per opaca locorum:
 Et me, quem dudum non ulla injecta movebant
 Tela, neque adverso glomerati ex agmine Graii,
 Nunc omnes terrent aura, sonus excitat omnis
 Suspensum, et pariter comitique onerique timentem.—VIRGIL.

10 marks.

2. Ariovistus ad postulata Cæsaris pauca respondit; de suis virtutibus multa prædicavit. "Transisse Rhenum sese, non suâ sponte, sed rogatum et arcessitum a Gallia; non sine magnâ spe, magnisque præmiis, domum propinquesque reliquisse: sedes habere in Galliâ, ab ipsis concessas; obsides ipsorum voluntate datos; stipendium capere jure belli, quod victores victis imponere consuerint; non sese Gallia, sed Gallos sibi bellum intulisse; omnes Gallie civitates ad se oppugnandum venisse, ac contra se castra habuisse."—CÆSAR. 10 marks.

3. Censu perfectò, quem maturaverat metu legis de incensis latae cum vinculorum minis mortisque, edixit, ut omnes cives Romani, equites peditesque, in suis quisque centuriis, in campo Martio prima luce adessent. Ibi instructum exercitum omnem suovetaurilibus lustravit, idque conditum lustrum appellatum, quia is censendo finis factus est. Millia octoginta eo lustrò civium censa dicuntur; adjecit scriptorum antiquissimus Fabius Pictor, eorum, qui arma ferre possent, eum numerum fuisse. Ad eam multitudinem urbs quoque amplificanda visa est.—LIVY, I., xliv. 10 marks.

Appendix L.

Examination Questions.

Male Teachers.

A, B, or C Paper.

B.

4. Translate into Latin :—

Horatius was returning home with the spoils of the slaughtered three borne in triumph before him, when, outside the Capuan Gate, he met his sister. Alas! She had been betrothed to one of the Alban brethren, and now she beheld his bloody vestments adorning the triumph of her brother, and she wept aloud before all the army. 10 marks.

5. Express in Latin :—

- (a) *How happens it that nobody saw him leaving the city?*
 (b) *Many men make a bad use of riches, noble birth, and strength.* 5 marks.

C.

6. Write a note on the employment of the *Gerund* and of the *Gerundive*, and express in Latin :—

- (a) *Of writing a letter* (in two ways); (b) *we must write*; (c) *a letter to be read.* 10 marks.

7. In what cases are the following put :—

- (a) *Price at which*;
 (b) *Time when*;
 (c) *Time how long*;
 (d) *To a place*;
 (e) *At a place*

5 marks.

8. Explain by examples the rule of government connected with *Dono, circumdo, &c.* 5 marks.9. Sketch the life of *Caius Marius*, giving as many dates as you can. 5 marks.10. State what you know of the connection of *Mithridates the Great* with the history of Rome. 5 marks.A¹ Paper.

FRENCH.—50 Marks.

An hour and a half allowed for this paper.

Only five questions are to be attempted, one at least from each section A, B, C.

Mr. NEWELL, Head Inspector.

Mr. HYNES, District Inspector.

A.

1. Translate into English :—

La Génisse, la Chèvre et leur sœur la Brebis,
 Avec un fier lion, seigneur du voisinage,
 Firent société, dit-on, au temps jadis,
 Et mirent en commun le gain et le dommage.
 Dans les lacs de la chèvre un cerf se trouva pris
 Vers ses associés aussitôt elle envoie.
 Eux venus, le lion par ses ongles compta,
 Et dit : Nous sommes quatre à partager la proie.

LA FONTAINE.

10 marks.

2. Je me rends. Vous m'ouvrez un avis que j'embrasse :
De tant de maux, Abner, détournons la menace.
Il est vrai, de David un trésor est resté,
La garde en fut soumise à ma fidélité ;
C'était des tristes Juifs l'espérance dernière,
Que mes soins vigilants cachaient à la lumière.
Mais puisqu'à votre reine il le faut découvrir,
Je vais la contenter, nos portes vont s'ouvrir.

Appendix L.

Exami-
nation
Questions.Male
Teachers.A¹ Paper.

ATHALIE.

10 marks.

3. Astarbé, qui craignit que Narbal n'allât parler au roi, et ne découvrit son imposture, envoyait en diligence à Narbal cet officier, qui lui dit ces paroles : Astarbé vous défend de découvrir au roi quel est votre étranger ; elle ne vous demande que le silence, et elle saura bien faire en sorte que le roi soit content de vous : cependant hâtez-vous de faire embarquer avec les Chypriens le jeune étranger que vous avez emmené d'Égypte, afin qu'on ne le voie plus dans la ville.

TÉLÉMAQUE.

10 marks.

B.

4. Translate into French—

"Young man," said the Dean, rising from his easy chair, "is that the way you deliver your message? Let me teach you better manners. Sit down in my chair. We will change situations, and I will show you how to behave in future." The boy sat down, and the Dean, going to the door, came up to the table with a respectful pace, and making a low bow, said: "Sir, my master presents his kind compliments, hopes you are well, and requests your acceptance of a small present."

10 marks.

5. Express in French—

(1.) *I saw them striking;*(2.) *I saw them struck;*(3.) *I neither love nor esteem him.*

5 marks.

C.

6. Write out through the persons the *present indicative* of *craindre*, *croître*, and *prendre*.

10 marks.

7. Distinguish between—

Plus and *Davantage*.*A la Ville* „ *En Ville*.*Mot* „ *Parole*.

5 marks.

8. State the gender of *bonheur*, *hiver*, *amitié*.

5 marks.

9. Write in French—"the letter which I have given him to copy,"—and state the rule of the *past participle* which applies.

5 marks.

10. Write out second person singular of the imperative mood of *croire*; *savoir*; *tenir*.

5 marks.

2 M

Appendix L.

Examination
Questions.Male
Teachers.A, B, or C
Papers.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted—one at least from each group, A, B, C.

Mr. NEWELL, Head Inspector.

Mr. HYNES, District Inspector.

A.

1. Translate into English :—

L'Affaire fut mise en justice, et plaidée devant une Guêpe qui fut prise pour juge. Le cas n'était pas facile à juger suivant les formes ordinaires. Les témoins déposaient, qu'ils avaient vu, pendant long-temps, autour de l'endroit où était le miel, de petits animaux ailés, bourdonnants, un peu longs de corps, et de couleur tannée; mais ces dépositions n'étaient pas plus favorables aux Abeilles qu'aux Bourdons, qui leur ressemblent en tout à l'extérieur.

LA FONTAINE.

10 marks.

2. Hé quoi, Mathan ! d'un prêtre est-ce là le langage ?
Moi, nourri dans la guerre, aux borreurs du carnage,
Des vengeances des rois ministre rigoureux,
C'est moi qui prête ici ma voix au malheureux !
Et vous, qui lui devez des entrailles de père,
Vous, ministre de paix dans les temps de colère,
Couvrant d'un zèle faux votre ressentiment,
Le sang à votre gré coule trop lentement !

ATHALIE.

10 marks.

3. Il écoutait chaque jour, à certaines heures réglées, tous ceux de ses sujets qui avaient, ou des plaintes à lui faire, ou des avis à lui donner. Il ne méprisait ni ne rebutait personne, et ne croyait être roi que pour faire du bien à tous ses sujets qu'il aimait comme ses enfants. Pour les étrangers, il les recevait avec bonté, et voulait les voir, parce qu'il croyait qu'on apprenait toujours quelque chose d'utile en s'instruisant des mœurs et des maximes des peuples éloignés.

TÉLÉMAQUE.

10 marks.

B.

4. Translate into French :—

As we rose with the sun, so we never pursued our labours after it was gone down, but returned home to the expecting family, where smiling looks, a neat hearth, and pleasant fire were prepared for our reception. Nor were we without guests; sometimes Farmer Flamborough, our talkative neighbour, and often the blind piper would pay us a visit.

10 marks.

5. Express in French :—

- (1.) *Though he is poor, he is generous ;*
(2.) *What did you wish me to do ?*
(3.) *The tide was about to rise.*

5 marks.

C.

Appendix L.

- | | | |
|---|-----------|------------------------|
| 6. Write out through the persons the imperative of <i>recevoir</i> , <i>faire</i> , and <i>faire</i> . | 10 marks. | Examination Questions. |
| 7. Give the plural of <i>bal</i> , <i>lis</i> , <i>landau</i> . | 5 marks. | |
| 8. Distinguish between <i>un aune</i> and <i>une aune</i> , <i>un exemple</i> and <i>une exemple</i> , <i>un enseigne</i> and <i>une enseigne</i> . | 5 marks. | Mist Teachers. |
| 9. Give the feminine forms of <i>doux</i> , <i>faux</i> , <i>menteur</i> . | 5 marks. | |
| 10. Mention some cases, in which, although the negative " <i>ne</i> " is used before the verb, " <i>pas</i> " and " <i>point</i> " are suppressed after it. | 5 marks. | A, B, or C Papers. |

BOTANY.—50 Marks.

A¹ Paper.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. M'MILLAN, District Inspector.

1. To what natural order does the water-lily belong? What plant may be taken as the type of the family? Give a botanical description of it. 10 marks.
2. Describe a fibre-vascular bundle, noticing the arrangement of its constituents with reference to a radial line of the stem in which it occurs. Explain what is meant by *closed* and *open* as applied to such bundles. 10 marks.
3. Distinguish between the sepals, peduncles, and stem of *Ranunculus bulbosus*, *R. acris*, and *R. repens*. 10 marks.
4. What are the principal differences in structure between long and short cells, and what are their respective functions? 10 marks.
5. Describe minutely the ovule, and the three principal forms it assumes. In the ripe seed what occupies the place of the nucellus? 10 marks.
6. Specify five useful fruits, with the botanical name of each, coming under the natural order *Rosaceæ*. 5 marks.
7. Compare the different characters of leaves, perianth, and wood in monocotyledons and dicotyledons. 5 marks.
8. The scientific name of every plant consists of two words, a substantive and an adjective. What is respectively denoted by each? 5 marks.
9. What is meant by *monogynous* and by *syngenesious*? Mention illustrative British families. 5 marks.
10. What are *mace*, *vanilla*, *cotton*, and *indigo*? To what natural orders do the plants which produce them belong? 5 marks.

BOTANY.—50 Marks.

A, B, or C Papers.

One hour and a half allowed.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. M'MILLAN, District Inspector.

1. What is *assimilation*? Where and under what conditions is it carried on? 10 marks.
2. Give an account of the structure and growth of roots. How do secondary roots differ in their origin from leaves and branches of the stem? 10 marks.

- Appendix L.* 3. Give a botanical description of the natural order *Compositæ*.
Exami- Under what two tribes may British plants of this order be grouped? 10 marks.
nation
Questions. 4. To what natural order does the common lime belong? Give its
Male scientific name, and describe it with special reference to its leaves and
Teachers. peduncles. 10 marks.
A, B, or C 5. State the difference in arrangement of the fibro-vascular bundles in
Papers. monocotyledons and in dicotyledons. 10 marks.
6. How are double flowers formed? 5 marks.
7. Give a list of useful products obtained from the natural order
Urticaceæ. 5 marks.
8. Define the term fruit, and describe the several parts of which a
fruit consists. Name and characterize the fruits found in the natural
orders *Cruciferae* and *Ranunculaceæ*. 5 marks.
9. Describe the inflorescence and the flowers of the hazel or the Scotch
fir. 5 marks.
10. Explain in what respects the raspberry and strawberry differ
from the true berry. 5 marks.

MUSIC—HULLAH.—50 Marks.

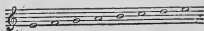
An hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted.

Mr. SEYMOUR, Head Inspector.

Mr. ALLMAN, District Inspector.

- Write out from memory the first four bars of any school song you know (1st and 2nd parts) giving the scale and time signatures. 10 marks.
- What alterations are necessary so as to make the following series of notes :—(a), a major scale, (b), a minor scale.



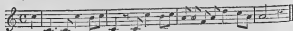
10 marks.

- Write out on a staff divided for the purpose the common chords of the following scales :—re, la, and si major, and of do minor (relative minor of mi flat major), and la minor (relative minor of do major), giving the proper signatures. 10 marks.
- What is meant by modulation?

Write out a passage in which three modulations occur.

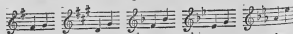
10 marks.

- Write the passage underneath in the bass staff, and in the scale of si b.



10 marks.

- Name each of the following intervals :—



5 marks.

Appendix L.

Examination Questions.

Male Teachers.

A, B, or C Papers.

2. Draw the plan of an elliptical arch built of nine stones of equal base. The arch has for its span 4 inches, and for its height $1\frac{3}{8}$ inches. 10 marks.
3. Show how to draw a tangential arc to two given circles A and B, touching one of the circles in a given point O. 10 marks.
4. Place in perspective a regular pentagon of 3 ft. sides lying on the ground, with its nearest side 3 ft. to the right, 2 ft. in the picture, and parallel to the picture plane. (*Scale, $\frac{1}{2}$ inch to 1 ft.; height of eye, 5 ft.; line of direction, 11 ft.*) 10 marks.
5. Place in perspective a rectangular solid $6\frac{1}{2}$ ft. high and 3 ft. square, lying on one of its sides 2 ft. to the left, and 3 ft. in the picture, its ends making right angles with the picture plane. (*Scale, &c., as in question 4.*) 8 marks.
6. Bisect a triangle having its sides 3.5, 4, 4.5 inches long by a line parallel to the shortest side. 5 marks.
7. Construct a right-angled triangle, the base, AB, and the perpendicular, AC, to be in the ratio of 3:4, and the hypotenuse, BC, 3 inches long. 5 marks.
8. In a given circle 2 inches in diameter, inscribe seven equal circles, six of which shall touch the given circle and the central one. 5 marks.
9. Give a general rule for finding the vanishing points for lines making angles with the picture plane. 5 marks.
10. Show that lines at right angles to the picture line vanish towards the point of sight. 5 marks.

MUSIC—TONIC SOL-FA.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Dr. STEEDE, District Inspector.

1. In going to the first flat key on the modulator:—

- (a.) By what interval upward or downward is Doh moved?
- (b.) What new tone is introduced? What tone is displaced?
- (c.) What changes of mental effect take place in tones of the same pitch in both keys?
- (d.) What tone of the old key is altered in pitch in the new key so as to preserve the proper intervals of the scale?

14 marks.

2. Translate into the staff notation the following passage, taking a crochet for a pulse:—

Key G.

{ . d | m . f : f . s | s . m : m | f . m : f . r | m : — }

14 marks.

3. Copy the following rhythm, and underneath each pulse write its time name:—

{ | l : l . l | l . , l : l . | l l l l : l . l | — : . l }

{ | l . l , l : l , l . l | l . l : | l , l . l , l : l . l , l , l : l . l : — }

8 marks.

4. Describe the modifications of the mental effect of tones produced respectively by pitch and by speed of movement. 6 marks. *Appendix L.*
5. What are the four forms of six-pulse measure? Give an example of each form. What is the effect of this measure when sung slowly, and when sung quickly? 8 marks. *Examination Questions.*
6. How are intervals counted? Name the dissonant intervals of the common scale, and state where they occur in it. 5 marks. *Male Teachers.*
7. Write the rhythm of which the following are the time names, using / for the tones sung:—Traatai, taa-fe, tlaa, tansefe, traa, aatai, tlaa, taa-aitee. 4 marks. *A, B, or C Papers.*
8. What are the Sol-fa names for chromatic (i.e. flattened and sharpened) tones of the scale? What relation do chromatic sharps bear to the tones above each respectively? 6 marks.
9. What is meant by rate of movement? Explain M. 80. 5 marks.
10. Explain *lento*, *allegro*, *andante*, \frown , D. S. 5 marks.

HANDICRAFT.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. ROBINSON, Assistant Surveyor, Board of Public Works.

1. How are map rails and rails for carrying hat and cloak hooks usually secured to walls? Give sketches showing three methods used, and state which you consider best under ordinary circumstances. 10 marks.
2. Design an ornamental wooden gate (either rustic, or of planed and bevelled timber), four feet high, to open between two piers of rubble masonry seven feet apart. Say how you will hang and fasten the gate, and give the scantling of the timber you will use. Accompany your answer with an elevation of the gate; scale one inch to one foot. 12 marks.
3. Give a list of the tools required for elementary metal work, and explain how you would fit a new handle into a spade with a broken handle fastened by rivets. 8 marks.
4. Draw to a scale of one inch to a foot, showing full construction, a framed and four-panel door 6' 6" x 2' 9". Mark on sketch dimensions and names of the various pieces of timber used. 10 marks.
5. Give a sketch of a garden paling 3' 6" high and mark the dimensions of all timbers used. What are the usual means taken to prevent decay, and to preserve ends of supports where let into ground? State approximate cost per lineal yard of above erected complete. 10 marks.
6. Find the cost of paper for a room 21 feet 6 inches long, 16 feet 9 inches broad, and 9 feet high; the paper being 20 inches wide, at 1s. 3d. per dozen. Explain how newly plastered walls should be prepared to receive paper. 6 marks.
7. Draw a sketch of a marking gauge, and explain how it is used. 4 marks.
8. What is meant by *mitre-joining*? Describe fully how you would make a *mitre-box*, or *mitre-board*. 5 marks.
9. Explain the mode of soldering called *sweating in*, and state how you would prepare *killed spirits*. 5 marks.
10. You are required to make a small drawer 9 inches long, 7½ inches broad, and 2 inches deep, say how you would construct it, what tools you would need, and how much stuff would be necessary. 5 marks.

Appendix L.

Examination
Questions.Male
Teachers.A, B, or C
Papers.

HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

MR. NEWELL, Head Inspector.

MR. HEADEN, District Inspector.

1. Theoretically what is the best position for inlets in securing the proper ventilation of a room? What difficulty arises in its practical adoption, and what is the remedy? 10 marks.
2. Specify the diseases that are caused by the mechanical action of dust upon the lungs, and mention the chief precautions suggested for their prevention. 10 marks.
3. Mention the chief points that have to be attended to in the construction and maintenance of water reservoirs for the supply of towns. 10 marks.
4. State what geological strata yield pure wholesome water, and from what strata the water may be suspected of impurities. 10 marks.
5. Say how you would treat a person suffering from having swallowed lime, sugar of lead, opium, or strychnia. 10 marks.
6. Say how a warm bath acts in restoring the healthy action of the skin. How should this treatment be followed up? 5 marks.
7. Account for the two sounds which are heard if we put our ear over the heart. 5 marks.
8. Give the general characteristics and the composition of a good drinking water. 5 marks.
9. What is the best substitute for the cold bath? Describe the process. 5 marks.
10. Describe and state the results of the experiments which Dr. Hammond made with a view to ascertain the value of alcohol as a food. 5 marks.

1st Paper.

GREEK.—50 Marks.

Two hours allowed for this paper.

Only five questions to be attempted, one at least from each Section,
A, B, C.

MR. SEYMOUR, Head Inspector.

MR. HYNES, District Inspector.

A.

Translate into English:—

1. Ἀτρεΐδῃ, νῦν ἄμμε παλιμπλαγχθέντας, ὅτω
 ἄψ ἀπανοστήσειν, εἴ κεν θάνατόν γε φύγοιμεν,
 εἰ δὲ ὁμοῦ πόλεμός τε θαμῶ καὶ λοιμός Ἀχαιῶς·
 ἀλλ' ἄγε δὴ τινα μάντιν ἐρείομεν ἢ ἱερῆα,
 ἢ καὶ ὄνειροπόλον (καὶ γάρ τ' ὄναρ ἐκ Διὸς ἔστιν).
 ὅς κ' εἴποι, ὃ τι τόσσον ἰχθύσατο Φοῖβος Ἀπόλλων,
 εἴτ' ἄρ' ὅγ' εὐγυλῆς ἐπιμίμμεται, εἴθ' ἐκατέμβρης·

Iliad, I.

10 marks.

2. τὸ δὲ σύμπαν δηλὸς ἦν Κύρος σπεύδων πᾶσαν τὴν ὁδὸν καὶ οὐ *Ἀρσένιος* *L.*
 διατρίβων ὅπου μὴ ἐπιστισμοῦ ἕνεκα ἢ τινας ἄλλου ἀναγκαίου ἐκαθέζετο, *Exami-*
 νομίζων, ὅσῳ μὲν ἂν θάπτον ἴλθοι, τοσούτῳ ἀπαρασκευαστοτέρῳ βασιλεῖ *nation*
μαχεῖσθαι, ὅσῳ δὲ σχολαιότερον, τοσούτῳ πλέον συναγείσθαι βασιλεῖ *Questions.*
Male
Teachers.
 σθένει—*Ἀναβάσις*, I., 5.

10 marks.

A¹ Paper.

3. ἀλλὰ τί τούτων ὄφελος αὐτοῖς; ἕως ἂν σώζῃται τὸ σκάφος, ἂν τε
 μείζων ἂν τ' ἐλαττον ᾖ, τότε χρὴ καὶ ναύτην καὶ κυβερνήτην καὶ πάντ'
 ἄνδρα ἐξῆς προθύμους εἶναι, καὶ ὅπως μὴθ' ἑὸν μὴτ' ἄκων μηδεὶς
 ἀναγρέψῃ τοῦτο σκοπεῖσθαι· ἐπειδὴν δὲ ἡ θάλασσα ὑπέροσχῃ, ματαίως
 ἡ σπονδή. καὶ ἡμεῖς τοῖνον, ὧ ἄνδρες Ἀθηναῖοι, ἕως ἴσμεν σφοῖ πόλιν
 μεγίστην ἔχοντες, ἀφορμὰς πλείστας, ἀξίωμα, καλλίστον,—τί ποιῶμεν;
 —*Philippics*, III.

10 marks.

B.

4. Translate into Greek :—

Be sure not to do what has often been hurtful to you.

5 marks.

5. Translate into Greek :—

As regards friends, again; as many as he made, and knew to be
 well disposed, and judged to be suitable helpers towards whatever he
 happened to wish to carry out, it is admitted by all that he was the
 most successful in cultivating (them).

10 marks.

C.

6. Parse fully the verbs underlined in the passage from Xenophon—
ἐκαθέζετο, ἴλθοι, μαχεῖσθαι, and decline the following nouns—*σῶμα*, *λεώς*,
ἄστυ.

10 marks.

7. Write out the principal parts of—

ἔρχομαι—*λαμβάνω*—*τίκτω*.

5 marks.

8. Compare the adjectives—*μάκαρ*, *εὐδωκ*, *ἄρπαι*.

5 marks.

9. Give the persons of the imperative mood of *τιμάω* (to honour).

5 marks.

10. Narrate the circumstances under which Philip of Macedon and
 the Athenians first came into collision.

5 marks.

Appendix L.

Exami-
nation
Questions.Male
Teachers.A, B, or C
Papers.

GREEK.—50 Marks.

Two hours and a half allowed for this paper.

Only five questions to be attempted—to include at least one from each group, A, B, C.

Mr. SEYMOUR, Head Inspector.

Mr. HYNES, District Inspector.

A.

Translate into English:—

1. αὐτὰρ, ἐπεὶ παύσαντο πόνου, τεύκεσσι δὲ λαῖτα,
δαίνυντ'· οὐδὲ τι θυμός ἰδέετο δαιτὸς ἔισης.
αὐτὰρ, ἐπεὶ πόσιος καὶ ἰδητός ἔξ ἔρον ἔντο,
κοῦροι μὲν κρητῆρας ἐπεστέφαντο ποταῖο·
νώμησαν δ' ἄρα πᾶσι, ἐπαρξάμενοι δεπάρεσσιν·

Iliad, I.

10 marks.

2. καὶ τοῦτ' ἔξ ἀνάγκης τρόπον τιν' αὐτῷ εἶν γε δὴ συμβαίνει
λογίζεσθαι γάρ. ἀρχεῖν βούλεται, τοῦτον δ' ἀνταγωνιστὰς μόνους
ὑπεῖληφεν ἡμᾶς. ἀδικεῖ πολὺν ἤδη χρόνον, καὶ τοῦτ' αὐτὸς ἄριστα
σύνειδεν αὐτῷ· οἷς γὰρ οὐσιν ἡμετέροις ἔχει, τοῖσις πάντα τᾶλλα
ἀσφαλῶς κέκτηται· εἰ γὰρ Ἀμφίπολιν καὶ Ποτίδαιαν προεῖτο, οὐδ' ἂν
οἴκοι μείναι βεβαίως ἠγάγετο.—*Demosthenes, Phil.*

10 marks.

3. πάντες δὲ οὗτοι κατὰ ἔθνη ἐν πλαισίῳ πλήρει ἀνθρώπων ἕκαστον τὸ
ἔθνος ἐπορεύετο. πρὸ δὲ αὐτῶν ἄρματα διαλείποντα συχρὸν ἀπ' ἀλλήλων,
τὰ δὲ ὀρειπανηφόρα καλούμενα· εἶχον δὲ τὰ δρέπανοι ἐκ τῶν ἀξόνων εἰς
πλάγιον ἀποπεταμένα καὶ ὑπὸ τοῖς ἑσέροις εἰς γῆν βλέποντα, ὡς διακόπ-
τειν ὅτῳ ἐντυγχάνοιεν.—*Anabasis, I.*

10 marks.

B.

4. Translate into Greek:—

They are too young to know what fathers they have lost.

5 marks

5. Translate into Greek:—

But the whole space between the walls was three stadia, and it was impossible to approach it by force, for the pass was narrow.

10 marks.

C.

6. (a.) Decline the nouns μέλος, a song, and πόλις, a city. (b.) Parse fully the three verbs underlined in the passage from Homer—*παύσαντο, ἰδέετο, νόμησαν.*

10 marks

7. Give the persons of the present subjunctive of εἰμι, to be.

5 marks

8. Decline fully the demonstrative pronoun οὗτος.

5 marks

9. Give rules for the use of the dative case in Greek.

5 marks

10. Give a brief account of the reforms of Solon.

5 marks

Appendix L.

Examination Questions.

Female Teachers.

A, B, or C Papers.

2. Demain, dès cette nuit, je prendrai des mesures Pour assurer le temple et venger ses injures. Mais je vois que mes pleurs et que mes vains discours Pour vous persuader sont un faible secours ; Votre austère vertu n'en peut être frappée : Hé bien ! trouvez-moi donc quelque arme, quelque épée, Et qu'aux portes du temple, où l'ennemi m'attend, Ahner puisse du moins mourir en combattant.—*Athalie*.

10 marks.

3. On apercevait de loin des collines et des montagnes qui se perdaient dans les nues, et dont la figure bizarre formait un horizon à souhait pour le plaisir des yeux. Les montagnes voisines étaient couvertes de pampre vert qui pendait en festons : le raisin, plus éclatant que la pourpre, ne pouvait se cacher sous les feuilles, et la vigne était accablée sous son fruit. Le figuier, l'olivier, le grenadier, et tous les autres arbres, couvraient la campagne, et en faisaient un grand jardin.—*Télémaque*.

10 marks.

B.

Translate into French :—

4. The people of Paris are much fonder of strangers that have money than of those that have wit. As I could not boast much of either, I was no great favourite. After walking about the town four or five days and seeing the outside of the best houses, I was preparing to leave this retreat of venal hospitality ; when passing through one of the principal streets, whom should I meet but our cousin, to whom you first recommended me.

10 marks.

5. Say in French :—

(1.) *He makes his calls on Thursday only.*(2.) *The man whose house I bought.*(3.) *The cities of Asia Minor have fallen into ruin.*

5 marks.

C.

6 Give the *pas*! participle of *croître*, *plaire*, *conduire*, *absoudre*, *valoir*.

10 marks.

7. Write out the *Present Subjunctive* of—*valoir*, *vouloir*, *dire*.

5 marks.

8. Write out through the persons the tense which expresses “*that I might have gone away*,” (*s'en aller*.)

5 marks.

9. Supply after the following adjectives the appropriate *prepositions* :—*Charmé*, *Heureux*, *Sujet*, *Content*, *Prêt*.

5 marks.

10. Distinguish between the meaning of the adjectives, *cher*, *cruel*, *petit*, *pur*, *propre*, according as they are placed before or after certain nouns.

5 marks.

A Paper.

BOTANY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. M'MILLAN, District Inspector.

1. Name five important plants with their scientific designations, under the order *Solanaceæ*.

10 marks.

2. What is the distinguishing characteristic of *collective* fruits? Give examples.

10 marks.

3. Describe the flower of the apple and that of the daisy. 10 marks. *Appendix L.*
Examination Questions.
 4. What is the botanical name of the common holly? To what natural order does it belong? Describe its distribution. 10 marks. *Female Teachers.*
 5. Compare the *Gramineæ* with the *Cyperaceæ* with regard to the flower, the stem, and the leaf (including the sheath and the ligule). 10 marks. *A¹ Paper.*
 6. What is meant by *adventitious* roots? When are they termed *aerial*? 5 marks.
 7. Define the term *epiphytal*. How do epiphytal plants differ from parasites? 5 marks.
 8. Name the chemical elements universally present in plants, also those frequently found. 5 marks.
 9. Describe the foliage-leaves of a buttercup. What is the cause of the leaves borne by the stock appearing to be given off in a tuft. 5 marks.
 10. When is the pistil termed *superior*, and when *apocarpous*? 5 marks.

BOTANY.—50 Marks.

A, B, or C
 Papers.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. BOLT, Head Inspector.

Mr. McMILLAN, District Inspector.

1. Name three timber trees and five food plants under the order *Leguminosæ*. 10 marks.
 2. Describe the flower in the natural order *Malvaceæ* or in *Euphorbiaceæ*. Mention useful products obtained from plants of the order which you select. 10 marks.
 3. What are the functions of a foliage leaf? Show how its structure is adapted to the performance of these functions. 10 marks.
 4. Describe the structure of the following kinds of fruit:—*Achene*, *drupe*, *berry*. 10 marks.
 5. What is meant by the terms *entire*, *serrate*, *dentate*, *crenate*, applied to leaves? 10 marks.
 6. Distinguish between terminal and axillary buds. 5 marks.
 7. How is the true stem character of a rhizome indicated? 5 marks.
 8. Give the scientific names of three distinct species of buttercup familiar to botanists. 5 marks.
 9. What are the qualities of the natural order *Cruciferae*? Specify a few plants of this order in common use. 5 marks.
 10. Characterize the sub-classes of the *Compositæ*, mentioning illustrative plants. 5 marks.

Appendix L.

Exami-
nation
Questions.Female
Teachers.A, B, or C
Papers.

MUSIC—HULLAH.—50 Marks.

An hour and a half allowed for this paper.

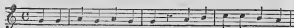
N.B.—Only five questions to be attempted

Mr. SEYMOUR, Head Inspector.

Mr. ALLMAN, District Inspector.

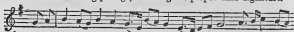
1. (a.) Write the remainder of the following tune from Hullah's Manual.

(b.) And write a second part to the bars given here.



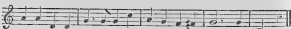
12 marks.

2. Bar the following passage, inserting the proper time signature.



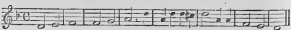
10 marks.

3. Where does modulation occur in the following? Which accidentals are introduced merely for effect?



10 marks.

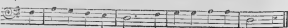
4. Give some rules for determining whether a passage is in a major scale or its relative minor. In what scale is the following:—



10 marks.

5. Write in the scale of Mi major four bars of music, commencing on the tonic, and then transpose into the scale of the dominant of Mi major. 8 marks

6. Write the following passage in the treble stave and in the scale of La ♭:—



8 marks.

7. How many major sevenths and how many minor sevenths can be found in a major scale? Which are the major sevenths? 4 marks. *Appendix L.*
8. Name the successive intervals in a diatonic minor ascending scale. 4 marks. *Examination Questions.*
9. Define the following:—*Chromatic scale, diatonic scale, solfeggio.* 4 marks. *Female Teachers.*
10. Define syncopation. Where does the second accent in a bar of common time usually fall? 5 marks. *A, B, or C Papers.*

DRAWING.

Three hours allowed for this subject.

N.B.—*The name of the Teacher and of her School to be written on each paper.*

Mr. NEWELL, Head Inspector.
Mr. CRAIG, District Inspector.

The examination consists of three parts:—

1. Freehand Drawing from the Flat.
2. Object Drawing and Shading.
3. Practical Geometry and Perspective.

I.—FREEHAND FROM THE FLAT.—50 Marks.

Copy the example supplied on a slightly larger scale—say about an inch longer—the rest in proportion.

II.—OBJECT DRAWING.—50 Marks.

The Examiner will place on a table, about 2 feet 6 inches high, a large paraffin lamp with a reading shade. A drawing of the lamp and upper part of the table is to be made so as to fairly fill the paper supplied.

III.—PRACTICAL GEOMETRY AND PERSPECTIVE.

50 Marks.

NOTE.—*Only five of the following questions may be attempted. Answers should be written on one side of the paper only, and where the construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question, unless the construction is neatly drawn, and all lines are shown.

N.B.—*In addition to an ordinary case of instruments, set squares and a 12-inch rule may be used.*

1. Project a triangular prism resting on one of its ends, and having one of its faces parallel to the V.P.; its height being 8 ft., and the width of each of its triangular edges 4 ft. (Scale $\frac{1}{2}$ inch to 1 ft.)

10 marks.

2. Construct a rhombus having a base of $3\frac{1}{2}$ inches and two angles of 45° , and make a triangle of equal area having one angle of 70° .

10 marks.

3. Draw a line to represent 45 degrees, as marked on the side of a map, on a scale of 10 degrees to half an inch.

8 marks.

2 N

Appendix L.

Exami-
nation
Questions.Female
Teachers.A, B, or C
Papers.

4. Place in perspective an octagonal prism 7 ft. high. Sides of octagonal ends 3 ft. long. Nearest side of prism to touch the picture plane 3 ft. to the left. (*Scale, $\frac{1}{2}$ inch to a foot; height of eye, 5 ft.; line of direction, 11 ft.*) 12 marks.
5. Place in perspective a square of 5 ft. lying on the ground, its sides making equal angles with the picture plane, and the nearest angle being 4 ft. to the left of the spectator, and touching the picture plane. (*Scale, $\frac{1}{2}$ inch to a foot; height of eye, 5 ft.; line of direction, 10 ft.*) 10 marks.
6. The base of a scalene triangle is half an inch, and its angles are respectively 40° , 60° , and 80° , describe a similar triangle with a base of $\frac{1}{2}$ inch. 6 marks.
7. Draw a square on a line 3 inches long, and bisect its sides. Join the points of bisection. In the second square inscribe a circle. 6 marks.
8. Draw a line AB, one inch long. From B draw a line BC, two inches long, and making an angle of 30° with AB. These two lines are adjacent chords of a circle. 6 marks.
9. Define the terms picture plane, distance points, line of direction. 4 marks.
10. Give, and explain, a rule for finding the measuring point for any vanishing point. 3 marks.

HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. HEADEN, District Inspector.

1. How is the heat of the body maintained? Contrast the process with that of the burning of a candle. Describe the physical arrangement for the prevention of the undue accumulation of bodily heat. 10 marks.
2. Give half a dozen practical rules for the regulation of exercise. 10 marks.
3. Describe at some length how you would treat *burns* and *scalds*. 10 marks.
4. Explain the terms *tidal*, *complementary*, and *residual* air, as applied to *breathing*. 10 marks.
5. When cold stimulates the nerves connected with the skin, what action do they take? What internal organs of our bodies are in close relation with the skin, and specially liable to suffer from wet or chills? 10 marks.
6. Describe any method of rendering fabrics for clothing non-inflammable. 5 marks.
7. Compare the merits of linen, cotton, flannel, and merino, as materials for clothing next the skin. 5 marks.
8. How are the *heart* and the *arteries* affected by *alcohol*? 5 marks.
9. Describe how animal and vegetable *fats* enter into the *blood* as nutriment. 5 marks.
10. How many ounces of dry food and how much water ought an adult, taking moderate exercise, to consume in a day? 5 marks.

ELEMENTARY PHYSICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. SULLIVAN, District Inspector.

Appendix L.

Examination
Questions.Female
Teachers.A, B, or C
Papers.

1. The intensity of sound is inversely as the square of the distance of the sounding body from the ear. Show how this may be proved experimentally. 10 marks.
2. Some persons have "short-sight." Explain the cause, and state what glasses should be used by such persons, and why. 10 marks.
3. Describe the aneroid barometer. 10 marks.
4. Describe an experiment by which you could ascertain the "candle-power" of an ordinary lamp. 10 marks.
5. The weight of a body increases from the equator to the poles. Explain the cause and show how the difference of weight may be made apparent. 10 marks.
6. How is it shown by experiment that radiant heat is propagated in a vacuum. 5 marks.
7. In a vacuum all bodies fall with equal rapidity. Show how to demonstrate this law by a simple experiment. 5 marks.
8. The general effect of heat upon bodies is to expand them. Mention an important limitation of this statement. 5 marks.
9. In winter the door of a warm room is put ajar. How is the flame of a candle affected when the candle is held (a) near the top of the door, (b) about the middle, (c) near the ground? 5 marks.
10. State the proportions, both as to volume and to weight, in which oxygen and nitrogen are mixed in forming atmospheric air. 5 marks.

AGRICULTURE.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. CONNELLAN, Head Inspector.

Mr. HEALY, District Inspector.

1. Describe the method of freeing from its impurities the salt that is to be used in making butter. What quantity of salt is added to mild-cured butter? 12 marks.
2. How should a cottier farmer feed his cow from April to November? 8 marks.
3. When are the feeding qualities of grasses at the maximum? Give reasons for your answer. 10 marks.
4. Show how three cows can be kept on a farm of six acres. 12 marks.
5. Fully describe a poultry-house—as to size, aspect, and sanitary arrangements. 8 marks.
6. Give the different points to be attended to when planting apple trees against walls. 5 marks.
7. How is it shown that only a very small proportion of the soil is at any time in an active state for supplying plant food. 6 marks.

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|------------------------|--|--------------------------|
| Appendix L. | 8. How far apart should the following be planted:—(a) celery, (b) rhubarb, (c) wall trees? | 4 marks. |
| Examination Questions. | 9. What are the two most important fixed constituents of crops? | 5 marks. |
| Female Teachers. | 10. Why do farmers find their crops of oats light, after grass? | Italian rye- 5 marks. |
| A, B, or C Papers. | | |

DOMESTIC ECONOMY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. NEWELL, Head Inspector.

Mr. JOHN BROWNE, District Inspector.

1. Give the receipt for making *Scotch broth*. 10 marks.
2. State what you know about *cocoa* and *chocolate*, saying how they are prepared, giving their constituents, and mentioning how they are sometimes adulterated. 10 marks.
3. Describe an *American cooking stove*, and contrast it with a *range* in point of economy. 10 marks.
4. Give practical directions for washing (1) *linen and cotton garments* (2) *woollen articles*. Show how *ink* and *fruit stains* may be removed. 10 marks.
5. Draw a diagram of an ox; show on it what are termed "*the spare-ribs*," "*the silver side of round*," "*the briskets*," "*the flap or lap*," and say to what purpose these cuts are most suitable. 10 marks.
6. Give directions for making *gooseberry jam*. 5 marks.
7. When washing *laces* what substance is preferable to soda? In what proportion should it be used? 5 marks.
8. Describe (1) the symptoms, (2) the treatment of *measles*. 5 marks.
9. Say how *greens*, *Sauvoys*, and *cabbages* should be cooked. 5 marks.
10. Mention two or three ways of softening *hard water*. 5 marks.

TONIC SOL-FA.—50 Marks.

An hour and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. SEYMOUR, Head Inspector.

Dr. STEEDE, District Inspector.

1. When the tones of the common scale are heard in any key, new together, so as to dwell in the memory, each of them has a special mental effect:—

(a.) What causes this mental effect?

(b.) What is necessary to bring this mental effect into greater prominence? 16 marks.

2. Write the rhythms of which the following are the time names, using *l* for the notes sung:—*Tras*, *aa*, *tlas*, *taatai*, *traatai*, *satai*, *tlas*, *aasai*, *traa*, *taataisee*, *tlas*, *taataisee*, *traasai* *taa-fe* *tlasai*, *taase* *fe*.

8 marks.

3. Translate the following into the staff notation, using a crochet for a pulse.

Appendix L
Examination
Questions.
Female
Teachers.
A, B, or C
Papers.

Key B♭

{ : s₁ | d : d · r | m : m · f | s : s | f : m · f }

{ | s : — · l | m : d | r : — | d }

10 marks.

4. Draw a modulator of three columns, showing the relation of the first sharp and the first flat keys to the centre or principal key. What tones of the principal key must be altered in pitch in the related keys so as to have the steps of the scale in their proper order?

10 marks.

5. What are the four forms of four-pulse measure? Give an example of each. What is the effect of this measure?

6 marks.

6. What is the pitch as G. C., &c., of the highest and lowest notes in the following passage:—

Key B♭

{ | l : l | l · d : t · l | m¹ : se | l : — }

8 marks.

7. Taking any tone as doh, show that the other tones of the common scale can be found by means of three major chords.

4 marks.

8. What is meant by a tune being in the key of A ♯? What is the easiest way of finding this key of A ♯?

5 marks.

9. Copy the following rhythm, and underneath each pulse write its time name:—

{ | l : l · l | l · l : — | l · l : — : l · l | l · l · l : }

4 marks.

10. What are the partial dissonances of the scale? Why are they so called?

4 marks.

KINDERGARTEN.—50 Marks.

Two hours allowed for this subject.

N.B.—Only five questions to be attempted.

Mr. BOLE, Head Inspector.

Mr. HEADEN, District Inspector.

1. How may it be shown that the kindergarten forms the most suitable introduction (1) to artistic, and (2) to technical training?

10 marks.

2. Write out directions for half a dozen calisthenic exercises, with four actions to each bar, suitable for musical drill.

10 marks.

3. How should the lesson in paper-weaving be conducted?

10 marks.

4. What are the principal cautions to be observed in introducing the pupils to drawing?

10 marks.

5. Discuss the educational value of the first three gifts, and show why this order has been assigned to them.

10 marks.

| | | |
|------------------------|---|----------|
| Appendix L. | 6. Specify the chief requisites for the establishment of a kindergarten, having special regard to the most suitable kinds of furniture. | 5 marks. |
| Examination Questions. | 7. What are the requirements of kindergarten programme for first class pupils? | 5 marks. |
| Female Teachers. | 8. Give the directions for closing the boxes at the end of the lesson on third gift. | 5 marks. |
| A, B, or C Papers. | 9. Describe the three kinds of "forms," with examples. | 5 marks. |
| | 10. Specify the principal instincts of childhood, and state how they are treated in the kindergarten. | 5 marks. |

A Papers.

IRISH—50 Marks.

Time—Two hours.

Only FIVE questions are to be attempted, viz.:—one in Section A, two in Section B, and two in Section C.

Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish:—

The old man on hearing the extraordinary tidings they brought, had at first great difficulty in believing them, but, on finding their story confirmed by the waggons and presents, which they brought along with them, he, with grateful transport, exclaimed, "It is enough; Joseph my son is yet alive; I will go and see him before I die." 10 marks.

2. Translate into Irish:—

"Six months ago," says he, "you vilely slandered me." "Impossible," returned the lamb, "for I was not then born." "No matter, it was your father then, or some of your relations." 5 marks.

SECTION B.

3. Translate into English:—

Tug a leagóir gur ab aon-gaibéad iad go uile, agus gur ab a n-éim-fealtcháin cángadóir a n-Oiunn, Slánge Dia Shatairín a n-Iníon Slánge, Sean agus Sean-gann an Mháirt iad fín a n-Iorruir Dóinnann, Seanann agus Rugpuirte an Aime ar a h-aite a n-Traic Rugpuirte. 10 marks.

4. Translate into English:—

"Agus féad ca b-fusl éirí .i. cá fhinne síne Chumail go g-eir-puif Cuige í éir ní h-annra léi fionn féin má Diarimuro, agus a Orgear, abair léi eul le raibé go Diarimuro atá a n-Dóiré tá bót": agus a uibairt Orgear fín le éirí. 10 marks.

5. Translate into English:—

Do fús vnaoi agus veagóime eoláí ann do síunoir fhinne a b-iaónuiré Shráinne iníon Chopmaic'.i. Dóiré vnaicé mac Mórna; agus níon éan gur éiríú eamnear eoiriáiré agus iom-agaítha iorí é féin agus Shráinne. 5 marks.

6. Translate into English:—

Seoabam laét veunta an aeipann. Tosaí rianúe coitab. Mo feacht
míle beannaíocht opt. Déir ré plúe a mápaí. Mí na m-beaí. Fuam
na o-conn. Blá na g-conn.

5 marks.

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Exami-
nation
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Female
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A Papers.

SECTION C.

7. What cases do adjectives denoting fulness govern. Give exam-
ples. 10 marks.

8. Decline the pronoun mé and the pronoun ré in both numbers.

10 marks.

9. Where are *Inbhir Slainge*, *Iorris Domhnaigh*, and *Tracht Bugh-
ruidhe* referred to in question 3? 5 marks.

10. What is meant by eclipse? What letters eclipse:—*τ*, *ρ*, *ϕ*
and *ο*? 5 marks.

ALGEBRA.—50 Marks

Two hours allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DEWAR, District Inspector.

1. Solve the equation—

$$x^2 + x + 1 = \frac{42}{x^2 + x}. \quad 10 \text{ marks.}$$

2. Simplify—

$$\left(y - \frac{a^2 - xy}{y - x}\right) \times \left(x + \frac{a^2 - xy}{y - x}\right) + \left(\frac{a^2 - xy}{y - x}\right)^2. \quad 10 \text{ marks.}$$

3. Extract the square root of—

$$(x^2 - 6x + 9) (4x^2 - 4x + 1). \quad 10 \text{ marks.}$$

4. Divide $b + x$ by $a + x$ to four terms of quotient. 10 marks.

5. The sum of two numbers is 18, and their product is 77. Find
the numbers. 10 marks.

6. Solve the equations—

$$x - y = 9 : x^2 + y^2 = 125. \quad 5 \text{ marks}$$

7. Find the greatest common measure of—

$$1 - 4x + 3x^2 ; 1 - 9x^2 ; \text{ and } 1 - 6x + 9x^2. \quad 5 \text{ marks.}$$

8. Resolve $a^5 - x^5$ into factors. 5 marks.

9. Solve the equations—

$$\begin{aligned} ax - by &= a^2, \\ bx - ay &= b^2. \end{aligned} \quad 5 \text{ marks.}$$

10. Find the square of—

$$x^2 - \frac{1}{2}x^2 - 6x + \frac{1}{2}, \text{ and the cube of } \frac{2}{3}a - \frac{1}{3}x. \quad 5 \text{ marks.}$$

Appendix L.

Examination
Questions.Female
Teachers.

A Papers.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted.

Mr. HAMILTON, Head Inspector.

Mr. DALTON, District Inspector.

1. If a line be bisected and divided into two unequal parts, the sum of the squares on the unequal parts is double the sum of the squares on half the line, and on the segment between the points of section.

10 marks.

2. Show that if the adjacent sides of a parallelogram be equal, its diagonals (a) bisect its angles; (b) intersect at right angles.

10 marks.

3. If two lines be drawn to a point within a triangle from the extremities of its base, they contain a greater angle than the remaining sides.

Prove this without producing a side.

10 marks.

4. Find the area of the lune when the length of the chord is 20 feet and the heights of the segments are 8 feet and 5 feet respectively.

10 marks.

5. The diameters of an ellipse are 840 links and 612 links. Find the area in acres, roods, and perches.

10 marks.

6. Show that the area of a triangle is equal to half the rectangle contained by its base and perpendicular.

5 marks.

7. Construct a parallelogram equal to a given rectilinear figure.

5 marks.

8. Show that every right-angled triangle can be divided into two isosceles triangles, by a line drawn from the right angle to the hypotenuse.

5 marks.

9. If two triangles on the same base and on the same side of it, have one pair of conterminous sides equal to one another, the other pair of conterminous sides must be unequal.

Prove the case in which the vertex of one triangle falls within the other.

5 marks.

10. The diagonal of a square field is 100 perches; find the side of a field in the form of an equilateral triangle which has the same area.

5 marks.

ANNUAL EXAMINATION of TEACHERS and MONITORS, JULY, 1891. Appendix.

Annual
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of
Teachers
and
Monitors.

SYNOPSIS OF SPECIAL REPORTS furnished by EXAMINERS with reference to the fulness or otherwise of the knowledge of the different subjects exhibited by the Teachers and Monitors at the Annual Examination of 1891.

The examiners in *Methods of Teaching* report that the answering in this subject of candidates for promotion to both divisions of first class was remarkably good on the whole, denoting careful preparation, more particularly in the case of candidates from the Training Colleges. These latter showed a full acquaintance with the subject, and the exercises furnished by them left little to be desired in the matter of neatness. In some of the exercises from the district centres there was occasionally shown too great a desire to reproduce the exact words of the text-book, and also, it must be said, a failure to grasp the point of the question, and to be diffuse on what may be termed its fringes. Methods of Teaching.

The answering in *Methods of Teaching* of the candidates for promotion to second class was, generally speaking, satisfactory, and there was a great improvement, as compared with previous years, with regard to the style and neatness with which the exercises were worked.

The answering of the Queen's Scholars examined on third class papers on this subject was uniformly good, and many of the teachers examined at the district centres exhibited a good knowledge of it.

The general character of the answering of the fifth year monitors in *Methods of Teaching* was very fair, and, with few exceptions, the exercises were neatly and carefully executed. A satisfactory acquaintance with this subject was also exhibited by the third year monitors.

The examiners in *Arithmetic* report that the answering in this subject of candidates for promotion to first class was high, and showed that upon the whole they knew arithmetic thoroughly. The great majority answered upwards of 50 per cent., and a large number, especially among the candidates for first division of first class, were awarded full marks. Not more than two or three failed to reach the minimum standard required for qualifying in this subject. Arithmetic

In the case of the candidates for second class, the answering of the males was fair, and that of the females very fair. About one-half of the former and about two-thirds of the latter, scored at least 70 per cent. There were very few complete failures.

In some instances the solutions were not neatly performed, the sequence of the processes employed not being duly set forth, but for the most part they were neatly and logically worked out.

The examiners report that the answering in arithmetic of the male teachers and Queen's scholars examined on third class papers was generally good, and that of the female teachers fair. Questions on theory were generally avoided.

As regards the fifth year monitors, the answering in arithmetic of males was, on the whole, satisfactory. Many of them gained full marks; very few failed.

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Examina-
tion of
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and
Monitors.

The answering of the females was, on the other hand, very mediocre. A considerable number failed, and the exercises in very many instances were marred by inaccuracies. A want of reasoning power was also apparent.

The exercises worked by the male monitors of third year in *Arithmetic* were very neatly and carefully executed. The answering generally was very good. The exercises in this subject of the third year female monitors were also very neatly worked, but the answering, though there were very few absolute failures, was not as good as that of the male candidates.

Grammar.

The examiner in *Grammar* reports that the exercises in this subject furnished by candidates for promotion to first class were well written and expressed, and gave evidence of careful preparation and a sound knowledge of the subject.

In the case of candidates for promotion to second class the *Parsing* was not of a very high order of merit. Too liberal paraphrase was often allowed to interfere with the proper construction of the sentence, and obscure the relation of one word to another. The exercises in *General Analysis* showed some improvement on those of last year. A good knowledge was shown of the matter contained in the text-books.

The examiners report that the answering in *Grammar* of the Queen's scholars examined on third class papers was satisfactory. The proficiency of the candidates examined on this class of papers at district centres was, as a rule, not high, and spelling and penmanship in many cases were of a very low standard.

The *Parsing* of the male monitors of fifth year was better than at last General Examination, much more power of analysing and indicating the connection of the various parts of the passage being shown.

Analysis was very well done on the whole, most of the answers to this class of question indicating a knowledge of the essential points of the exercise.

The exercises in *parsing* of the female monitors of fifth year compared unfavourably with those of the male monitors. Gross blunders were frequent, and in many cases where the questions were correctly answered the candidates employed a diffuse method, masses of irrelevant matter being introduced.

The answering in *Grammar* of the third year monitors was on the whole very fair. In the *parsing*, however, the attempts made were frequently of a poor description.

Penman-
ship.

The examiner in *penmanship* reports that the exercises in this subject of male teachers and monitors were well and neatly written.

In the case of female teachers and monitors the examiner is unable to report so favourably, for while in some districts the writing was very good, yet in a large number of districts it was poor. This remark applies more particularly to fifth year monitors, and in a less degree to those of third year.

Dictation
and Spel-
ling exer-
cise.

The examiners report that the exercises in *dictation* submitted by candidates for promotion to second class were in general well executed, although the quality of the handwriting of some of the candidates would admit of considerable improvement. The exercises on the *spelling-book* showed an extensive and accurate knowledge of the text-book.

In the case of teachers and Queen's Scholars examined on third class papers the examiners report that they noticed a considerable improvement this year in the *dictation* exercises of both the male and the female candidates. The other exercises, also, were fairly satisfactory.

They showed, however, that almost all the candidates relied too much on memory in answering the text-book questions.

As regards the answering of the fifth year monitors in this subject, the examiners report that the errors in the *dictation* exercise were, in case of the male monitors, more numerous than usual. In other respects, however, the exercises showed a fairly close acquaintance with the terms of the text-book, and failures to answer satisfactorily were frequently due to a want of attention to the precise words of the question, and consequent mistakes as to the portions of the text-book referred to.

The errors in the *dictation* exercises of the third year monitors were very few, and the candidates, with scarcely any exceptions, were well acquainted with the rules of spelling and their application.

The examiners in *Geography* report that the general standard of answering in this subject amongst candidates for promotion to first class was not high. Only twenty-five per cent. attempted Map-drawing, and even these, as a rule, showed no training in or knowledge of this branch.

In the case of Queen's Scholars examined on second class papers the answering in *Geography* was very good, and displayed full and thorough preparation, and sound knowledge of the subject.

Regarding the exercises of candidates for second class who were examined at the district centres the examiners report that the answering in *Geography* was on the whole very poor. The attempts at Map-drawing were bad, and in many instances the work papers afforded sufficient evidence to prove that entirely too little study had been given to *Geography* by teachers aspiring to promotion.

The answering in this subject of the Queen's Scholars who were examined on third class papers was, generally speaking, satisfactory, but the candidates examined on this class of papers at the district centres showed but a slight acquaintance with the subject.

The answering of the male fifth year monitors is reported as having been satisfactory. Considerable attention had evidently been paid to Mathematical *Geography*, and to Map-drawing.

In the case of the female monitors of fifth year the answering in *Geography* was in general fair. Map-drawing, however, appeared to have been very much neglected.

A creditable knowledge of *Geography* was shown by third year monitors; very few absolute failures occurred, notwithstanding the large number examined. The specimens of Map-drawing submitted were of fair merit, a few being excellent.

The examiners in the Board's *lesson books* report that the answering of the Queen's Scholars examined on second class papers was in all respects satisfactory, but that the exercises in this subject furnished by candidates who were examined at the district centres was not so good, although in the latter case the number who failed to pass was small, only a few really good papers were sent in, and the answers were in many instances wanting in fulness and accuracy.

The examiners report that the Queen's Scholars from all the Training Colleges who were examined on third class papers, were well prepared in *lesson books*, but that many of the candidates for admission to the Training Colleges answered badly in this subject.

Generally speaking, the male monitors of fifth year exhibited a fairly intelligent, and accurate knowledge of the *lesson books*. Their answering did not often reach a high standard of excellence, but, on the other hand, there were comparatively few failures, and the candidates expressed

Appendix. themselves, as a rule, with sense and clearness. The female monitors of fifth year acquitted themselves in a less satisfactory manner. They did not, on the whole, appear to have read the *lesson books* with sufficiently close and intelligent attention.

Annual Examination of Teachers and Monitors. The exercises of the third year monitors showed a satisfactory knowledge of the subject. The only instance in which they fell short of a fairly creditable standard was in composition. These compositions were generally a mere repetition of the words of the book. Any deviation showed in most cases that the meaning of the story had not been realized.

Agriculture. The examiners in *Agriculture* report that the answering of the Queen's Scholars in this subject was good, and that of the candidates examined at the district centres, very fair. The exercises were in general marked by neatness and care. The answering of the monitors in *Agriculture* was good, and better in matter and style than at any previous examination.

Book-keeping. The examiners in *Bookkeeping* report that in the case of teachers examined on second class papers, a very large proportion showed a creditable knowledge of the more useful parts of the subject.

The knowledge of *Bookkeeping* displayed by the teachers and monitors examined on third class papers gave evidence of a careful study of the Board's text book. The answering of the Queen's Scholars, and that of pupil teachers in Model schools was of a superior character.

The examiners do not consider that the answering of the third year monitors in this subject was satisfactory.

Geometry and Mensuration. The examiners in *Geometry* report that in case of candidates for promotion to first class, the course in *Geometry* had been carefully read. The most noticeable defect in the solutions given to the exercises taken from the prescribed text book is that they were made to depend on other exercises which were quite as difficult as those proposed on the examination paper. In this way the solutions were often comparatively worthless, and afforded little evidence of a candidates' skill in following out a clear chain of reasoning from well-established truths.

The questions proposed in *Mensuration* were very generally solved, but the solutions in many instances were unaccompanied by any hint or explanation, to indicate the various steps employed in obtaining the answer.

In the case of candidates examined on second and third class papers, the answering in *Geometry* of a large proportion of those examined was very creditable. In many cases, however, there were errors in spelling, composition, and punctuation, which detracted much from the value of the papers. In some instances diagrams were badly made, and the lettering confused and indistinct.

The answering of the fifth year monitors in *Geometry and Mensuration* was generally of a satisfactory character.

The style of the exercises, however, left much to be desired, and in many cases roundabout methods of proof were employed, superfluous matter introduced, and steps omitted. The examiners are of opinion that teachers do not sufficiently exercise their monitors in written exercises in *Geometry*.

The exercises in this subject of the third year monitors evinced very careful preparation, and fairly sound instruction. There was room for considerably more precision in the sequence of the "cuts" from the propositions of Euclid.

Mensuration did not appear to have received due attention.

The examiners report that the candidates for promotion to first class showed a fair acquaintance with the prescribed course in *Algebra*; in some cases the answering was excellent, and there were but few instances where it was distinctly bad.

The questions on theory were not so generally attempted as might reasonably be expected, and the answers given to them were not complete enough and clear enough to show that the writers had fully mastered the subject. The practical questions received greatest attention and were skilfully solved.

The exercises in *Algebra* of the majority of the candidates for second class exhibited an intelligent acquaintance with the prescribed portion of the subject. The work, as a rule, was neatly executed, and the successive steps of the processes clearly indicated.

As regards the candidates examined on third class papers, the examiners report that a good deal of indifferent answering was submitted, showing a want of acquaintance with the better algebraic methods. Many of the candidates who went forward for the examination were evidently imperfectly prepared in the subject.

The proficiency shown by the fifth year monitors in *Algebra* was only moderate, and the candidate's knowledge of factors seemed less extensive than that shown by candidates of the same standard at last year's examination.

The proficiency of third year monitors in *Algebra* was fair; few failed, but not many scored a high per centage. The candidates should be better acquainted with the manipulation of factors, brackets, and fractions. For want of this skill long calculations had often to be gone through to get at the required result.

The examiners report that the candidates for promotion to first class exhibited a fair proficiency in *Mechanics*. The candidates for second class were in general well prepared in the prescribed portion of this subject.

The examiners report that the exercises submitted by the candidates examined on *Plane Trigonometry* showed that they had worked steadily at text books, but in many cases there was an evident want of expertness in dealing with Trigonometrical formulae.

The proficiency in *Spherical Trigonometry* of the few candidates examined in that subject was, on the whole, very fair.

The examiners report that there was an improvement in the answering in *Hydrostatics* and *Hydraulics* as compared with previous years, and they are of opinion that a very fair knowledge of this branch of physical science exists among the teachers who were candidates for promotion to first class.

The general answering in *Magnetism* and *Electricity* was, the examiner reports, considerably better than that of last year. Of one hundred and seventy-one candidates examined in this subject only three failed. On the whole a thorough knowledge of the subject was exhibited.

The examiners report a falling off in the proficiency shown in *Light* and *Sound* as compared with last year. In some cases, whether from hurry or want of thought, answers appeared to have been written without due advertence to the point of the question.

The examiners report that the answering in *Heat and Steam Engine* was indifferent—particularly that of the candidates for promotion to first division of first class. Of forty-two teachers of the latter class who were examined on this subject, eight failed absolutely, and the average mark obtained was only 32.1 per cent.

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tion of
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Monitors.
Algebra.

Mechanics.
*Trigono-
metry.*

*Hydro-
statics and
Hydraulics.*

*Magnetism
and Elec-
tricity.*

*Light and
Sound.*

*Heat
Steam
Engine.*

Appendix L.

Annual
Examination
of
Teachers
and
Monitors.English
Literature,
History,
English
Composition.Vocal
Music,
Hullah's
system.Vocal
Music,
Tonic Sol
Fa system.

Drawing.

Hygiene.

Domestic
Economy.Elementary
Physics.

Botany.

Latin.

Greek.

French.

The examiner reports that *English Literature* appears to be a favourite subject, especially with female teachers. The answering was, generally speaking, very good.

The examiner reports that the answering in *history* was, with a few exceptions, very poor.

The examiner in *composition* reports that he considered the exercises in this subject satisfactory with regard to neat and carefully executed penmanship. In many of the exercises he was much pleased with the correct structure of the sentences, and the skill displayed in discussing the subject selected. In some instances, however, it was disappointing to find that, either through carelessness or ignorance, capital letters and stops were not properly used.

The examiners in *vocal music (Hullah's system)* report that the answering in this subject, on the whole, seemed to show a general improvement. Some of the candidates succeeded in obtaining full marks, while absolute failures were comparatively rare. The neatness with which the exercises were worked was in most cases very creditable.

The examiners in *vocal music (tonic sol fa system)* report that the male candidates in general showed a good knowledge of this subject. The female candidates from the Training Colleges also answered satisfactorily as a rule, but the female teachers examined at the district centres did not exhibit a high proficiency.

The examiner reports that the *freehand drawing* was very fair on the whole, the representation with enlargement accurate, and the lines fluent without much evidence of painful rubbing out.

While in the *freehand drawing* most of the exercises were well done, it must be said a reverse condition of things obtained in the case of *drawing from the round*.

Comparatively few attempted the *practical geometry and perspective* paper, and of these not one-third succeeded.

The answering of the male teachers in *hygiene* was not so good this year as last, but that of the female teachers was much better. The latter showed a very satisfactory acquaintance with the subject, the average mark obtained being nearly 73 per cent., without any failure, and only nine scoring under 60 per cent. out of sixty-two teachers examined.

The examiner in *Domestic Economy* reports that the answering in this subject showed a falling off as compared with last year. Some of the practical questions, however, were very well answered.

The examiner in *elementary physics* reports that the answering in this subject was not satisfactory. Of twenty-seven candidates examined, twenty-one scored less than 60 per cent.

The examiner in *botany* reports that only two candidates presented themselves for examination in this subject.

One knew nothing of the subject; the other exhibited a fairly satisfactory knowledge.

The examiner in *Latin* reports that a very fair knowledge of this subject was shown by the candidates examined therein.

The examiner in *Greek* reports that only two candidates were examined in this subject; of these one answered fairly, the other showed only a slight knowledge of the subject.

The examiner reports that the translations from *French* were generally correct, and in a few cases a really idiomatic rendering was produced. On the other hand the translations into *French* were as a rule so incorrect as to be valueless.

The grammar questions attempted were fairly well answered.

The examiner in *Irish* reports that thirteen candidates presented themselves for examination (written and oral) in this subject. Appendix L.

Four teachers who were candidates for promotion to First Class selected Irish as a classification subject, and there were nine candidates for certificates of competency to teach it for Results Fees. The answering was, on the whole, very satisfactory, the lowest per-centage obtained by any of the candidates being 58·4. Annual
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tion of
Teachers
and
Monitors.

The examiner in *kindergarten* reports that there were very few failures on the part of candidates seeking certificates of competency to teach this subject, and though there was a good deal of loose second-hand information put forward, yet a knowledge of the books on the subject seems to be becoming more general, as well as a better acquaintance with the *gifts* and the methods to be employed in giving lessons on them. Irish
Kinder-
garten.

The examiners in *cookery* report that 118 candidates were examined in this subject; the general answering was very satisfactory, no less than 114 of the candidates scoring at least 60 per cent. Cookery.

The examiner in *handicraft* reports that fifty candidates were examined for certificates of competency in this subject. Handicraft.

On the whole very satisfactory proficiency was exhibited at the practical part of the examination, and the written exercises showed that many of the candidates have also acquired a good knowledge of the theory of handicraft.

Appendix L.

ANALYSIS OF ANSWERING.

The following is an analysis of the answering at the July Examinations of 1891:—

ORDINARY NATIONAL SCHOOLS.

| | | | | Examined. | Successful. | Per-centage. |
|----------------|--|--|--|-----------|-------------|--------------|
| A ¹ | Papers (Candidates for First Division of First Class), | | | 154 | 77 | 50.0 |
| A ² | " " Second | | | 151 | 75 | 50.2 |
| B | " " Second Class, " | | | 220 | 151 | 68.6 |
| C | " " Third | | | 69 | 47 | 68.1 |
| C | " (Monitors of Fifth Year), | | | 106 | 65 | 61.1 |
| D | " " Third | | | 338 | 202 | 60.1 |

MODEL SCHOOLS.

| | | | | | | |
|-----------------|--|--|--|-----|-----|------|
| Teachers, | | | | 10 | 9 | 90.0 |
| Pupil Teachers, | | | | 130 | 121 | 92.3 |
| Monitors, | | | | 36 | 35 | 97.2 |

TRAINING COLLEGES.

| | | | | | | |
|---------------------------------------|--|--|--|--------|-------|------|
| Total (including Marlborough-street), | | | | 692 | 579 | 83.7 |
| TOTAL, | | | | 3,328* | 2,602 | 78.2 |

* In addition to this number there were 615 young persons examined for admission to the different Colleges—giving a gross total of 4,003.

EXTRA SUBJECTS.

Total Number Examined (including those Examined from the Training Colleges) for registration as being competent to teach:—

| SUBJECT. | Number Examined. | | | Number passed. | | | Per-centage. | | |
|--------------------------------------|------------------|----------|--------|-----------------|------------------|------------------|--------------|----------|--------|
| | Males. | Females. | Total. | Males. | Females. | Total. | Males. | Females. | Total. |
| Agriculture, | - | 5 | 5 | - | 4 | 4 | - | 80.0 | 80.0 |
| Algebra, | - | 2 | 2 | - | 1 | 1 | - | 50.0 | 50.0 |
| Botany, | 1 | - | 1 | - | - | - | 0.0 | - | 0.0 |
| Chemistry (Agricultural), | 2 | - | 2 | 1 | - | 1 | 50.0 | - | 50.0 |
| " (Inorganic), | 1 | - | 1 | - | - | - | 0.0 | - | 0.0 |
| Cookery, | - | 113 | 113 | - | 113 | 113 | - | 95.7 | 95.7 |
| Domestic Economy, | - | 103 | 103 | - | 62 | 62 | - | 60.2 | 60.2 |
| Drawing, | 312 | 290 | 602 | 218 | 280 | 497 | 69.9 | 89.3 | 79.4 |
| French, | 32 | 29 | 61 | 16 | 12 | 28 | 50.0 | 41.4 | 45.9 |
| Geometry, | - | 1 | 1 | - | 1 | 1 | - | 100.0 | 100.0 |
| Greek, | 2 | - | 2 | 1 | - | 1 | 50.0 | - | 50.0 |
| Handicraft, | 62 | - | 62 | 43 | - | 43 | 69.3 | - | 69.3 |
| Heat and Steam Engine, | 55 | - | 55 | 39 | - | 39 | 70.9 | - | 70.9 |
| Hydrostatics, | 20 | - | 20 | 7 | - | 7 | 35.0 | - | 35.0 |
| Hygiene, | 23 | 61 | 83 | 10 | 53 | 63 | 43.4 | 86.9 | 64.9 |
| Irish, | 11 | - | 11 | 10 ^a | - | 10 ^a | 90.9 | - | 90.9 |
| Kindergarten, | - | 120 | 120 | - | 106 ^a | 106 ^a | - | 88.3 | 88.3 |
| Latin, | 19 | - | 19 | 8 | - | 8 | 42.1 | - | 42.1 |
| Light and Sound, | 9 | - | 9 | 4 | - | 4 | 44.4 | - | 44.4 |
| Magnetism and Electricity, | 30 | - | 30 | 16 | - | 16 | 53.3 | - | 53.3 |
| Mechanics, | 60 | - | 60 | 42 | - | 42 | 70.0 | - | 70.0 |
| Music { Singing (Hullah), | 43 | 151 | 194 | 43 ^a | 110 ^a | 153 ^a | 83.8 | 73.5 | 78.5 |
| " { " (Tonic Sol-Fa), | 114 | 113 | 227 | 68 ^a | 53 ^a | 121 ^a | 59.6 | 46.9 | 53.1 |
| " { Harmonium, | 21 | 96 | 117 | 7 | 62 | 69 | 33.3 | 64.6 | 49.0 |
| " { Organ, | - | 3 | 3 | - | 3 | 3 | - | 100.0 | 100.0 |
| " { Piano, | 2 | 25 | 27 | - | 13 | 13 | 0.0 | 52.0 | 52.0 |
| Physics (Elementary), | - | 27 | 27 | - | 5 | 5 | - | 18.5 | 18.5 |

* Subject to further test as to practical knowledge

APPENDIX M.

Appendix M.

I.—POOR LAW UNIONS which became contributory from the passing of the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland); also the respective amounts paid out of the Rates, during the years 1876-7, 1877-8, 1878-9, 1879-80, 1880-1, 1881-2, 1882-3, 1883-4, 1884-5, 1885-6, 1886-7, 1887-8, 1888-9, 1889-90, 1890-1, and 1891-2.

| Unions. | 1876-7. 70 Unions. | 1877-8. 39 Unions. | 1878-9. 28 Unions. | 1879-80. 21 Unions. | 1880-1. 13 Unions. |
|------------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Abbeyleix, . . . | — | — | — | — | — |
| Antrim, . . . | 442 14 8 | 461 2 9 | 2 1 10* | — | — |
| Armagh, . . . | 857 2 1 | 1,039 1 5 | 1,308 1 4 | 4 13 4* | — |
| Bailieborough, . . . | 321 14 6 | — | — | — | — |
| Ballinacorney, . . . | 171 0 6 | — | — | 1 12 0* | — |
| Ballymahon, . . . | 181 19 0 | 4 17 6* | — | — | — |
| Ballymena, . . . | 694 16 8 | 4 13 3* | — | — | — |
| Ballymoney, . . . | 430 0 8 | 2 11 10* | — | — | — |
| Ballyshannon, . . . | 203 16 2 | — | — | — | — |
| Ballyvaughan, . . . | 55 7 9 | 51 19 0 | 40 9 6 | 01 16 0 | 64 6 5 |
| Balrothery, . . . | — | — | — | — | — |
| Banbridge, . . . | 683 15 4 | 877 13 1 | — | 306 18 3 | 14 11 1* |
| Bandon, . . . | 268 1 0 | — | — | — | — |
| Bawnboy, . . . | 302 1 1 | 1 2 6* | — | — | — |
| Belfast, . . . | 2,842 11 4 | 3,102 6 4 | 3,402 18 4 | 3,579 8 2 | 3,909 18 3 |
| Boyle, . . . | 755 9 3 | 67 17 6† | — | — | — |
| Cahirciveen, . . . | 26 7 9* | 397 14 11* | 2 3 10* | — | — |
| Carlow, . . . | 476 1 0 | 44 16 2 | 531 6 9 | 3 16 10* | — |
| Carrick-on-Suir, . . . | 231 9 8 | — | — | — | — |
| Castledowney, . . . | 476 8 11 | 531 8 0 | — | — | — |
| Castlecomer, . . . | 226 17 3 | 226 7 5 | 242 2 6 | 250 12 10 | 269 8 4 |
| Castlederg, . . . | 18 15 2 | 173 12 8 | — | — | — |
| Cavan, . . . | 457 2 4 | 480 12 3 | 516 14 11 | 681 11 4 | 44 0 0* |
| Clogheen, . . . | 206 3 10 | 354 11 0 | 422 10 6 | 448 6 7 | 450 0 1 |
| Clogher, . . . | 176 10 7 | — | — | — | — |
| Clonsilla, . . . | — | — | — | — | — |
| Clones, . . . | 296 11 11 | 383 0 5 | 303 0 8 | 416 0 6 | — |
| Coleraine, . . . | 634 14 10 | 5 5 2* | — | — | — |
| Cookstown, . . . | 387 10 6 | 407 3 7 | — | 372 13 1 | 23 10 11* |
| Cork, . . . | 1,542 0 8 | 1,818 0 10 | 1,580 12 6 | 51 17 11* | — |
| Croom, . . . | — | — | — | — | — |
| Delvin, . . . | 131 2 0 | — | — | — | — |
| Donaghmore, . . . | 66 11 5 | 68 15 10 | 68 2 11 | 80 19 7 | 80 19 10 |
| Downpatrick, . . . | 679 18 8 | 603 4 4 | 737 0 2 | 751 7 1 | 790 2 3 |
| Dublin, North, . . . | 882 1 10 | 929 2 1 | 129 0 10† | — | — |
| Dublin, South, . . . | 784 15 6 | 19 2 0* | 0 15 0* | — | — |
| Dundalk, . . . | 527 4 1 | 407 18 10 | 434 0 10 | — | — |
| Dungannon, . . . | 473 0 8 | 542 8 8 | 464 15 8 | 3 0 0* | — |
| Dungarvan, . . . | 199 6 4 | — | — | — | — |
| Edenderry, . . . | 199 17 0 | 181 0 0 | 133 0 3 | 214 8 10 | — |
| Enniskillen, . . . | 432 9 6 | 521 0 7 | 4 13 0* | — | — |

* Balance due from previous year. Non-contributory this year.

† Repaid to the Union.

Appendix M.

L.—POOR LAW UNIONS which became contributory—continued.

| UNIONS. | 1876-7. 79 Unions. | 1877-8. 89 Unions. | 1878-9. 95 Unions. | 1879-80. 91 Unions. | 1880-1. 15 Unions. |
|-------------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Glin, | — | — | £ 10 3 | 115 9 9* | — |
| Gorey, | — | — | — | — | — |
| Gort, | 106 19 4 | — | — | — | — |
| Gortin, | 171 10 8 | — | — | — | — |
| Inishowen, | 251 3 9 | 248 13 11 | — | — | — |
| Irkinestown, | 166 12 5 | 200 3 10 | 200 13 2 | 270 17 4 | 243 19 5 |
| Kanturk, | 608 10 4 | — | — | — | — |
| Kells, | 218 13 9 | 245 17 3 | 265 1 4 | 307 8 7 | 283 4 4 |
| Kilkeel, | 146 17 2 | 160 16 11 | 183 1 3 | — | — |
| Killarney, | — | — | — | — | — |
| Kilmallock, | 581 15 4 | — | — | — | — |
| Larao, | 575 14 10 | 550 18 5 | 639 15 3 | 28 11 9* | — |
| Letterkenny, | 115 9 3 | 115 3 5 | 6 10 6* | — | — |
| Lisnavady, | 287 8 3 | 235 15 3 | 299 15 8 | 311 9 1 | 2 9 9* |
| Lisburn, | 609 0 2 | 605 5 7 | 716 12 0 | 812 7 0 | 24 3 8* |
| Lismore, | 223 7 1 | — | — | — | — |
| Lisnakea, | 265 12 4 | 9 4 5* | — | — | — |
| Listowel, | — | — | — | — | — |
| Londonderry, | 590 10 11 | 68 11 1 | — | — | — |
| Lurgan, | 757 8 11 | 3 9 5* | — | — | — |
| Magherafelt, | 644 3 4 | 22 5 8* | — | — | — |
| Mallow, | — | — | — | — | — |
| Middleton, | 408 19 4 | 448 0 8 | 406 11 9 | 3 15 7* | — |
| Millford, | 186 14 9 | 161 1 3 | 177 15 5 | 196 12 8 | 183 19 8 |
| Mitchelstown, | 279 4 9 | — | — | — | — |
| Monaghan, | 531 13 9 | 604 1 8 | 632 15 3 | 694 0 3 | 20 1 8* |
| Mountmellick, | — | — | — | — | — |
| Mullingar, | — | — | — | — | — |
| Navan, | 536 4 5 | — | 318 17 11 | 334 5 2 | 350 7 5 |
| Nenagh, | 411 3 5 | — | — | — | — |
| New Ross, | — | — | — | — | — |
| Newry, | 659 14 6 | 821 5 3 | 937 19 0 | 923 16 10 | 827 16 5 |
| Newtownards, | 697 0 3 | 716 10 4 | 32 14 6* | — | — |
| Oldcastle, | 249 11 11 | 7 16 11* | — | — | — |
| Omagh, | 468 15 10 | 351 17 8 | 621 16 11 | 6 8 11* | — |
| Parsonstown, | 394 2 10 | — | — | — | — |
| Rathdrum, | — | — | — | — | — |
| Rathfriland, | — | — | — | — | — |
| Roscrea, | — | — | — | — | — |
| Skibbereen, | — | — | — | — | — |
| Silgo, | 593 11 7 | 633 15 4 | — | — | — |
| Strabane, | 418 0 9 | 455 0 5 | 3 9 2* | 388 5 11 | 451 17 5 |
| Tiggarary, | — | — | — | — | — |
| Trim, | 225 8 10 | 317 11 1 | 244 12 3 | 261 14 3 | 271 19 9 |
| Tullamore, | — | — | — | — | — |
| Waterford, | 251 0 6 | — | — | — | — |
| Youghal, | 279 13 9 | — | — | — | — |
| Total, | 40,490 10 6 | 21,037 18 10 | 16,781 0 11 | 13,804 13 6 | 8,314 6 7 |

* Balance due from previous year Non-contributory this year.

I.—POOR LAW UNIONS which became contributory—continued.

Appendix M.

| Unions. | 1881-2. 16 Unions. | 1882-3. 20 Unions. | 1883-4. 22 Unions. | 1884-5. 17 Unions. | 1885-6. 21 Unions. |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Abbeyleix, . . . | — | — | — | — | 250 5 7 |
| Antrim, . . . | — | — | 323 19 5 | 3 9 7* | — |
| Armagh, . . . | — | — | — | — | — |
| Ballicborough, . . . | — | — | — | — | — |
| Ballinrobe, . . . | — | — | — | — | — |
| Ballymahon, . . . | — | — | — | — | 130 0 5 |
| Ballymena, . . . | — | — | — | — | — |
| Ballymore, . . . | — | — | — | — | — |
| Ballyshannon, . . . | — | — | — | — | — |
| Ballyvaughan, . . . | 59 6 7 | 60 17 0 | 43 10 6 | 64 6 4 | 61 6 6 |
| Bairechery, . . . | — | — | — | — | — |
| Banbridge, . . . | — | — | — | — | — |
| Bandon, . . . | — | — | — | — | — |
| Bawabcy, . . . | — | — | — | — | — |
| Belfast, . . . | 4,003 11 10 | 3,035 4 10 | 4,188 6 9 | 4,363 7 1 | 4,647 18 1 |
| Boyle, . . . | — | — | — | — | — |
| Cahirciveen, . . . | — | — | — | — | — |
| Carlow, . . . | — | — | — | — | — |
| Carrick-on-Suir, . . . | — | — | — | — | — |
| Castleblayney, . . . | 517 5 3 | 0 1 2* | — | — | — |
| Castlecomer, . . . | 275 7 3 | 301 10 11 | 238 1 10 | 272 18 2 | 315 12 5 |
| Castlederg, . . . | — | — | — | — | — |
| Cavan, . . . | 746 11 11 | 748 7 11 | 8 0 0* | — | 101 0 0 |
| Clogheen, . . . | 445 0 5 | 401 4 5 | 455 12 10 | —† | 545 8 7 |
| Clogher, . . . | — | — | — | — | — |
| Clonsilla, . . . | — | —† | 642 10 8 | — | — |
| Clones, . . . | — | — | — | — | — |
| Coleraine, . . . | — | — | — | — | — |
| Cockstown, . . . | — | — | 1 3 6* | — | — |
| Cork, . . . | — | — | — | — | — |
| Croom, . . . | — | — | — | — | — |
| Delvin, . . . | — | — | — | — | — |
| Donaghmore, . . . | 77 12 2 | 84 15 11 | 72 5 9 | 60 15 9 | 101 5 3 |
| Downpatrick, . . . | 750 17 11 | 703 9 11 | 753 15 11 | 812 7 5 | 783 12 9 |
| Dublin, North, . . . | — | — | — | — | — |
| Dublin, South, . . . | — | — | — | — | — |
| Dundalk, . . . | — | — | — | — | — |
| Dungannon, . . . | — | 623 17 1 | 453 11 11 | 541 17 6 | 568 0 0 |
| Dungarvan, . . . | — | — | — | — | — |
| Edenderry, . . . | — | — | — | — | — |
| Enniskillen, . . . | — | 613 19 6 | 877 18 0 | 636 10 6 | 814 11 7 |
| Glin, . . . | — | — | — | — | — |
| Gorey, . . . | — | — | — | — | — |
| Gort, . . . | — | — | — | — | — |
| Gortin, . . . | — | — | — | — | — |
| Inishowen, . . . | — | — | — | — | — |

* Balance due from previous year. Non-contributory this year.

† Contributory. Rates not lodged within year.

Appendix M.

I.—POOR LAW UNIONS which became contributory—continued.

| Union. | 1881-2. 16 Unions. | 1882-3. 20 Unions. | 1883-4. 22 Unions. | 1884-5. 17 Unions. | 1885-6. 21 Unions. |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Irvinestown, | 243 3 6 | 272 13 2 | 266 8 2 | 2 10 8* | — |
| Kanturk, | — | — | — | — | — |
| Kells, | 887 6 0 | 328 11 6 | 343 17 8 | 384 18 9 | 439 9 3 |
| Kilkeel, | 214 0 8 | — | — | — | — |
| Kilbarney, | — | — | — | — | — |
| Kilmallock, | — | — | — | — | — |
| Larne, | — | 558 19 11 | 778 16 5 | 764 13 3 | 709 4 10 |
| Letterkenny, | — | — | — | — | — |
| Lisnaveady, | — | — | — | — | — |
| Lisburn, | — | 761 6 4 | 768 2 11 | 837 16 9 | 843 14 11 |
| Lismore, | — | — | — | — | — |
| Lisnakea, | — | — | — | — | — |
| Listowel, | — | — | — | — | — |
| Londonderry, | — | — | — | — | — |
| Lurgan, | — | — | — | — | — |
| Magherafelt, | — | — | — | — | — |
| Mallow, | — | 578 0 1 | 601 2 3 | — | — |
| Middleton, | — | — | 581 13 0 | 591 2 2 | 628 4 6 |
| Milford, | 175 17 8 | 199 8 5 | 177 14 3 | 8 6 6† | 261 10 9 |
| Mitchelstown, | — | — | — | — | — |
| Monaghan, | — | 1 13 11* | — | — | — |
| Mountmellick, | — | — | — | — | — |
| Mullingar, | — | — | — | — | 580 13 10 |
| Navan, | 324 13 9 | 341 18 9 | 340 8 7 | 419 4 8 | 422 14 8 |
| Newagh, | — | — | — | — | — |
| New Ross, | — | — | 483 2 7 | 0 9 0* | — |
| Newry, | 638 0 2 | 816 2 8 | 815 14 6 | 899 19 11 | 890 11 4 |
| Newtownards, | — | — | — | — | — |
| Oldcastle, | — | — | — | — | — |
| Omagh, | — | — | — | — | — |
| Parsonstown, | — | — | — | — | — |
| Rathfriland, | — | — | — | — | — |
| Rathkeale, | — | — | — | — | — |
| Roscrea, | — | — | — | — | — |
| Skibbereen, | — | — | — | — | — |
| Sligo, | — | — | — | — | — |
| Strabane, | 467 1 3 | 473 8 1 | 489 11 11 | 550 15 6 | 601 3 2 |
| Tipperary, | — | — | — | — | — |
| Trim, | 276 12 11 | 311 1 11 | 303 6 2* | 383 8 1 | 363 10 5 |
| Tullamore, | — | — | — | — | — |
| Waterford, | — | — | 320 0 8 | 60 6 11* | — |
| Youghal, | — | — | — | — | — |
| Total, | 9,840 8 1 | 11,804 7 1 | 14,403 13 2 | 11,926 18 8 | 14,637 11 7 |

* Balance due from previous year. Non-contributory this year.

† Contributory for 1885-6. Rates not lodged in time to be fully paid within the year.

I.—POOR LAW UNIONS which became contributory—continued.

Appendix M.

| Unions. | 1886-7. 10 Unions. | 1887-8. 21 Unions. | 1888-9. 24 Unions. | 1889-90. 31 Unions. | 1890-1. 29 Unions. | 1891-2. 26 Unions. |
|-------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Abhayleix, .. | 58 13 0 | — | — | — | — | — |
| Antrim, .. | — | — | — | — | — | — |
| Armagh, .. | — | — | — | — | — | — |
| Ballisborough, .. | — | — | — | — | — | — |
| Ballinrobe, .. | — | — | — | — | — | — |
| Ballymahon, .. | 315 19 10 | 271 7 0 | 283 18 8 | 303 12 1 | 300 13 5 | 314 0 11 |
| Ballymena, .. | — | — | — | — | — | — |
| Ballymoney, .. | — | — | — | — | — | — |
| Ballyshannon, .. | — | — | — | — | — | — |
| Ballyvaughan, .. | 87 16 4 | 90 10 3 | 180 1 7 | 126 3 2 | 100 3 3 | 85 1 0 |
| Balrothery, .. | — | — | — | 338 5 2 | 377 3 4 | 372 15 0 |
| Banbridge, .. | — | — | — | — | — | — |
| Bandon, .. | — | — | — | — | — | — |
| Dawboy, .. | — | — | — | — | — | — |
| Belfast, .. | 5,847 7 5 | 5,070 7 6 | 6,061 15 3 | 8,061 4 8 | 6,350 19 7 | 6,039 9 5 |
| Boyle, .. | — | — | — | — | — | — |
| Cahirbreese, .. | — | — | — | — | — | — |
| Carlow, .. | — | — | — | — | — | — |
| Car-on-Sahr, .. | — | — | — | — | — | — |
| Castletown, .. | — | — | — | — | — | — |
| Castletown, .. | 519 12 4 | 311 3 0 | 306 17 6 | 322 15 9 | 288 1 9 | 308 1 2 |
| Castlederg, .. | — | — | — | — | — | — |
| Cavan, .. | 789 2 7 | — | — | — | — | — |
| Clogheen, .. | 567 2 2 | 482 7 11 | 1,048 12 2 | 521 7 10 | 463 4 2 | 402 8 9 |
| Clogher, .. | — | 268 2 4 | 304 7 2 | 324 18 7 | 342 5 0 | 349 17 8 |
| Clenakilly, .. | — | — | — | — | — | — |
| Clones, .. | — | — | — | — | — | — |
| Coleraine, .. | — | — | — | — | — | — |
| Cockstown, .. | — | — | — | — | — | — |
| Cork, .. | — | — | — | 2,873 0 3 | 2,013 12 5 | 2,008 3 7 |
| Croom, .. | — | — | 418 0 11 | 371 14 2 | 379 4 1 | 349 5 11 |
| Delvin, .. | — | — | 308 10 4 | 218 17 10 | 228 10 0 | 218 1 |
| Donsoghmore, .. | 106 8 11 | — | — | — | — | — |
| Downpatrick, .. | 951 6 6 | 640 0 2 | 993 14 2 | 1,020 5 5 | 1,047 2 8 | 1,065 1 3 |
| Dublin, North, .. | — | — | — | — | — | — |
| Dublin, South, .. | — | — | — | — | — | — |
| Dundalk, .. | — | — | — | — | — | — |
| Dungannon, .. | 874 1 0 | 648 18 4 | 641 12 3 | 679 8 5 | 674 10 8 | 683 10 10 |
| Dungarran, .. | — | — | — | — | — | — |
| Edenderry, .. | — | — | — | 293 7 5 | 314 10 0 | 307 8 7 |
| Enniskillen, .. | 777 1 5 | 568 5 0 | 643 10 5 | 822 18 5 | 4 8 2* | — |
| Glin, .. | — | — | — | — | — | — |
| Gorey, .. | — | — | — | — | 298 2 0 | 0 1 10† |
| Gort, .. | — | — | — | — | — | — |
| Gortin, .. | — | — | — | — | — | — |
| Inishowen, .. | — | — | — | 334 8 2 | 449 17 9 | 389 18 0 |

* Contributory. Rates not lodged within year.

† Balance due from previous year. Non-contributory this year.

Appendix M.

I.—POOR LAW UNIONS which became contributory—continued.

| Unions. | 1884-7, 29 Unions. | 1887-8, 21 Unions. | 1888-9, 24 Unions. | 1889-90, 21 Unions. | 1890-1, 29 Unions. | 1891-2, 28 Unions. |
|-----------------|-----------------------|-----------------------|-----------------------|------------------------|-------------------------|--------------------------|
| | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. |
| Irristown, . | 271 5 10 | 210 17 0 | 350 4 7 | 350 3 2 | 234 17 1 | 337 6 2 |
| Kanturk, . | — | — | — | — | — | — |
| Kells, . | 574 15 8 | 542 15 7 | 488 15 11 | 471 7 1 | 484 3 11 | 476 11 9 |
| Kilkeel, . | — | — | — | — | — | — |
| Killarney, . | — | — | — | 1,379 17 10 | 5 9 0 ⁺ | — |
| Kilmallock, . | — | — | † | 1,785 3 7 | 837 14 9 | 879 4 11 |
| Larne, . | 12 7 6 [*] | — | — | — | — | — |
| Letterkenney, . | — | — | — | — | — | — |
| Lisnavady, . | — | — | — | — | — | — |
| Lisburn, . | 1,122 3 2 | 2 9 6 [*] | — | — | — | — |
| Lismore, . | — | — | — | — | — | — |
| Llanasken, . | — | — | — | — | — | — |
| Listowel, . | — | 046 9 4 | 44 8 7 [*] | 18 2 1 [*] | — | — |
| Londonderry, . | — | — | — | — | — | — |
| Lurgan, . | — | — | — | — | — | — |
| Magherafelt, . | — | — | — | — | — | — |
| Mallow, . | — | — | — | — | — | — |
| Middleton, . | 2 18 2 | — | — | — | — | — |
| Milford, . | 400 5 10 | 231 1 4 | 212 15 3 | 244 5 2 | 248 18 7 | 279 5 5 |
| Mitchelstown, . | — | — | — | — | 406 11 1 | 437 10 11 |
| Monaghan, . | — | — | — | — | — | — |
| Mountmellick, . | — | — | — | 391 9 3 | 55 2 9 [*] | — |
| Mullingar, . | 647 12 7 | 603 9 3 | 620 0 0 | 636 12 9 | 631 3 7 | 735 0 6 |
| Nasau, . | 571 6 0 | 503 10 6 | 512 12 8 | 502 7 0 | 553 5 1 | 525 2 4 |
| Nenagh, . | — | — | — | — | — | — |
| New Ross, . | — | — | — | — | — | — |
| Newry, . | 1,033 5 10 | 1,018 0 3 | 981 11 3 | 992 5 11 | 1,039 6 11 | 1,043 12 10 |
| Newtownards, . | — | — | — | — | — | — |
| Oldcastle, . | — | 467 7 1 | 283 15 0 | 365 15 6 | 1,145 11 1 | 54 13 11 |
| Omagh, . | — | — | 734 12 8 | 9 2 6 [*] | — | — |
| Parsonstown, . | — | — | — | — | — | — |
| Rathfriland, . | — | — | — | — | 400 10 8 | 592 4 3 |
| Rathkeale, . | 456 17 5 | 71 17 6 [*] | — | — | — | — |
| Roscrea, . | — | 492 16 6 | 0 8 5 [*] | 0 15 1 [*] | — | — |
| Skibbereen, . | — | — | — | 1,115 13 11 | 1,065 12 8 | 1,185 3 11 |
| Silgo, . | — | — | — | 1,046 16 0 | 4 12 7 [*] | — |
| Strabane, . | 629 16 9 | 585 3 11 | 583 16 1 | 610 4 6 | 629 19 4 | 651 7 10 |
| Tipperary, . | — | — | † | 1,095 0 9 | 1,183 15 1 [*] | 0 2 1 [*] |
| Trim, . | 419 6 10 | 392 10 4 | 440 8 2 | 493 15 6 | 454 0 7 | 481 1 0 |
| Tullamore, . | — | — | 549 1 1 | 488 9 10 | 490 12 9 | 510 15 4 |
| Waterford, . | — | — | — | — | — | — |
| Youghal, . | — | — | — | — | — | — |
| Total, . | 16,489 9 6 | 15,897 15 7 | 17,683 19 7 | 27,154 16 8 | 24,559 16 10 | 32,895 12 0 ⁺ |

* Balance due from previous year. Non-contributory this year.

† Contributory this year; but no payments made within year.

‡ From this amount should be deducted sums of £4 7s. 6d. and 2s. 6d. received from the Guardians of the Kesh and Enniskillen Unions respectively, as refunds. Net amount paid to Teachers, £12,691 2s. 0d.

NON-CONTRIBUTORY UNIONS.

II.—RETURN showing (a) number of non-contributory Poor Law Unions in each of the years 1876-7, 1877-8, 1878-9, 1879-80, 1880-1, 1881-2, 1882-3, 1883-4, 1884-5, 1885-6, 1886-7, 1887-8, 1888-9, 1889-90, 1890-1, and 1891-2; (b) number of Schools in these Unions eligible for Results Fees; (c) number of Schools entitled to the additional Results Fees contingent on Local Aid; (d) amount of Results Fees (2nd moiety) paid to the Teachers of those Schools; (e) amount locally provided for obtaining the Results Fees; (f) number of Schools in which Local Aid was insufficient; (g) amount lost to the Teachers of those Schools by failure of Local effort.

| | Number of non-con- tributory Poor Law Unions. | Number of Schools in these Unions eligible for Results Fees. | Number of Schools entitled to the additional Results Fees contingent on Local Aid. (i.e. each moiety) | Amount of Results Fees (2nd moiety) paid to the Teachers of those Schools. | Amount locally provided where additional Results Fees were allowed. | Number of Schools in which the Local Aid was insufficient. | Amount lost to the Teachers of those Schools by failure of Local Aid. |
|----------|---|--|--|---|---|---|--|
| | (a.) | (b.) | (c.) | (d.) | (e.) | (f.) | (g.) |
| | | | | £ s. d. | £ s. d. | | £ s. d. |
| 1876-7, | 94 | 3,272 | 2,898 | 21,357 18 8 | 40,650 3 2 | 349 | 3,040 19 2 |
| 1877-8, | 124 | 4,750 | 4,508 | 36,301 10 2 | 74,532 3 10 | 242 | 925 8 9 |
| 1878-9, | 135 | 5,746 | 5,578 | 46,440 4 7 | 90,931 6 5 | 168 | 643 4 11 |
| 1879-80, | 142 | 6,010 | 5,756 | 53,526 16 2 | 87,879 10 8 | 254 | 1,310 11 8 |
| 1880-1, | 150 | 6,612 | 6,146 | 57,284 3 0 | 110,290 17 5 | 464 | 1,652 14 5 |
| 1881-2, | 147 | 6,305 | 6,073 | 57,565 9 2 | 112,479 14 0 | 311 | 860 10 5 |
| 1882-3, | 143 | 6,155 | 5,720 | 56,832 5 0 | 107,417 0 3 | 403 | 810 14 2 |
| 1883-4, | 141 | 6,103 | 5,687 | 56,273 13 0 | 103,530 2 11 | 416 | 706 9 9 |
| 1884-5, | 146 | 6,448 | 5,781 | 62,632 9 0 | 112,396 13 10 | 667 | 1,097 0 7 |
| 1885-6, | 141 | 6,214 | 5,496 | 66,503 15 4 | 115,799 7 3 | 718 | 1,217 19 11 |
| 1886-7, | 142 | 6,744 | 5,832 | 70,439 0 2 | 119,711 18 11 | 832 | 1,431 9 10 |
| 1887-8, | 140 | 6,639 | 5,914 | 77,515 13 1 | 127,515 6 4 | 725 | 1,187 17 7 |
| 1888-9, | 137 | 6,417 | 5,756 | 82,529 3 9 | 126,469 2 4 | 621 | 1,134 9 2 |
| 1889-90, | 129 | 6,016 | 5,440 | 73,073 11 0 | 117,701 17 7 | 576 | 1,071 11 2 |
| 1890-1, | 131 | 6,412 | 6,393 | 77,875 4 4 | 118,210 0 2 | 14 | 430 16 0 |
| 1891-2, | 131 | 6,485 | 6,463 | 79,404 11 10 | 110,642 1 3 | 22 | 427 8 6 |

NOTE.—In 1880-81 the Non-contributory Unions were divided into Scheduled and Non-scheduled Unions; for details see Appendix to Forty-seventh Report. (N).

* The above amount £21,357 18s. 8d. exceeds the sum actually paid by 6527 Os. 14s., owing to the failure of local parties to 74 cases to comply with the necessary forms in time to allow of payment being made before the close of the financial year.

† See paragraph 26 of Commissioners' Report for 1890, as to the effect of the Local Taxation (Customs and Excise) Act, 1890.

APPENDIX N.

SPECIAL TABULATION of RESULTS EXAMINATIONS of PUPILS of
(1.) MODEL SCHOOLS.

The total number of Model Schools examined for results within the twelve months ended 31st December, 1891, was 85.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 5,990 ; Females, 4,205 ; Total, 10,195.

Number who had made 100 attendances or over within the result year, and were present and examined on day of inspection for results fees :—

Males, 4,332 ; Females, 2,613 ; Total, 6,947.

Per-centage to number on Rolls, 68·1.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examination in the respective schools was :—

Males, 4,661 ; Females, 3,059 ; Total, 7,720.

Centesimal proportion of number examined to the average daily attendance was 89·9.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

| GRADES. | Number examined. | Number passed. | Per-centage passed. |
|---------------------------------------|------------------|----------------|---------------------|
| Infants, | 809 | 792 | 96·7 |
| First Class, | 676 | 603 | 89·2 |
| Second Class, | 794 | 709 | 89·3 |
| Third Class, | 967 | 830 | 85·8 |
| Fourth Class, | 1,030 | 881 | 85·5 |
| Fifth Class (First Stage), | 1,028 | 886 | 86·2 |
| Fifth Class (Second Stage), | 816 | 720 | 88·2 |
| Sixth Class, | 827 | 689 | 83·3 |
| Total, | 6,947 | 6,100 | 87·8 |

Per-centage of pupils examined in each class to the total number examined in all the classes :—

| | |
|--|-------|
| Per-centage in Infants' Grade, | 11·7 |
| " Class I., | 9·7 |
| " Class II., | 11·4 |
| " Class III., | 13·9 |
| " Class IV., | 14·8 |
| " Class V ¹ ., | 14·8 |
| " Class V ² ., | 11·8 |
| " Class VI., | 11·9 |
| Total, | 100·0 |

GENERAL ABSTRACT OF ANSWERING.

| SUBJECT. | No. of Pupils examined in subject. | No. of Passes assigned in subject. | Percentage of Passes to No. of Pupils examined in Class. | SUBJECT. | No. of Pupils examined in subject. | No. of Passes assigned in subject. | Percentage of Passes to No. of Pupils examined in Class. |
|-------------|------------------------------------|------------------------------------|--|---------------|------------------------------------|------------------------------------|--|
| READING. | | | | GRAMMAR. | | | |
| Class I., | 676 | 649 | 96.0 | Class III., | 967 | 784 | 81.1 |
| " II., | 794 | 762 | 95.9 | " IV., | 1,030 | 755 | 73.3 |
| " III., | 967 | 923 | 95.5 | " V., | 1,028 | 677 | 65.9 |
| " IV., | 1,030 | 886 | 86.0 | " V., | 816 | 573 | 70.2 |
| " V., | 1,028 | 1,014 | 98.6 | " VI., | 827 | 574 | 69.4 |
| " V., | 816 | 809 | 99.1 | Total, | 4,668 | 3,363 | 72.0 |
| " VI., | 827 | 798 | 96.5 | | | | |
| Total, | 6,138 | 5,992 | 97.6 | | | | |
| WRITING. | | | | GEOGRAPHY. | | | |
| Class I., | 676 | 669 | 99.0 | Class III., | 967 | 823 | 85.1 |
| " II., | 794 | 779 | 98.1 | " IV., | 1,030 | 816 | 79.2 |
| " III., | 967 | 955 | 98.8 | " V., | 1,028 | 760 | 73.9 |
| " IV., | 1,030 | 1,015 | 98.5 | " V., | 816 | 603 | 73.9 |
| " V., | 1,028 | 979 | 95.2 | " VI., | 827 | 615 | 74.4 |
| " V., | 816 | 790 | 97.9 | Total, | 4,668 | 3,617 | 77.5 |
| " VI., | 827 | 810 | 97.9 | | | | |
| Total, | 6,138 | 6,006 | 97.8 | | | | |
| ARITHMETIC. | | | | AGRICULTURE. | | | |
| Class I., | 676 | 631 | 93.3 | Class IV., | 254 | 183 | 72.0 |
| " II., | 794 | 739 | 93.1 | " V., | 263 | 197 | 74.9 |
| " III., | 967 | 859 | 87.9 | " V., | 214 | 171 | 79.9 |
| " IV., | 1,030 | 894 | 86.8 | " VI., | 248 | 162 | 65.3 |
| " V., | 1,028 | 917 | 89.2 | Total, | 979 | 713 | 72.8 |
| " V., | 816 | 729 | 89.3 | | | | |
| " VI., | 827 | 715 | 86.5 | | | | |
| Total, | 6,138 | 5,475 | 89.2 | | | | |
| SPELLING. | | | | BOOK-KEEPING. | | | |
| Class I., | 676 | 620 | 91.7 | Class V., | 494 | 411 | 83.2 |
| " II., | 794 | 698 | 87.9 | " V., | 377 | 305 | 80.9 |
| " III., | 967 | 811 | 83.9 | " VI., | 502 | 391 | 77.9 |
| " IV., | 1,030 | 942 | 91.7 | Total, | 1,373 | 1,107 | 80.6 |
| " V., | 1,028 | 906 | 88.1 | | | | |
| " V., | 816 | 733 | 89.8 | | | | |
| " VI., | 827 | 780 | 94.3 | | | | |
| Total, | 6,138 | 5,410 | 88.1 | | | | |
| | | | | NEEDLEWORK. | | | |
| | | | | Class II., | 273 | 251 | 91.9 |
| | | | | " III., | 353 | 334 | 94.6 |
| | | | | " IV., | 410 | 392 | 95.6 |
| | | | | " V., | 377 | 338 | 89.7 |
| | | | | " V., | 395 | 266 | 67.2 |
| | | | | " VI., | 184 | 147 | 80.5 |
| | | | | Total, | 1,572 | 1,328 | 84.5 |

(2.) WORKHOUSE SCHOOLS.

The total number of Workhouse Schools examined for results within the twelve months ended 31st December, 1891, was 157.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 3,277; Females, 2,730; Total, 6,057.

Number who made 100 attendances, or over, within the results year and were present and examined on day of inspection :—

Males, 2,193; Females, 1,818; Total, 4,013.

Per-centage to number on Rolls, 66·3.

—The average daily attendance for 12 months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 2,808; Females, 2,424; Total, 5,232.

Centesimal proportion of number examined to the average daily attendance was 76·7.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

| GRADE. | Number examined. | Number passed. | Per-centage passed. |
|---------------------------------------|------------------|----------------|---------------------|
| Infants, | 1,263 | 1,187 | 94·0 |
| First Class, | 763 | 656 | 86·0 |
| Second Class, | 693 | 567 | 81·7 |
| Third Class, | 558 | 443 | 79·4 |
| Fourth Class, | 396 | 329 | 83·1 |
| Fifth Class (First Stage), | 228 | 194 | 85·1 |
| Fifth Class (Second Stage), | 91 | 74 | 81·3 |
| Sixth Class, | 21 | 13 | 61·9 |
| Total, | 4,013 | 3,483 | 86·8 |

Per-centage of pupils examined in each class to the total number examined in all the classes :—

| | |
|--------------------------------|-------|
| Per-centage in Infants' Grade, | 31·5 |
| " Class I., | 19·0 |
| " Class II., | 17·3 |
| " Class III., | 13·9 |
| " Class IV., | 9·8 |
| " Class V ¹ ., | 5·7 |
| " Class V ² ., | 2·3 |
| " Class VI., | ·5 |
| Total, | 100·0 |

GENERAL ABSTRACT of ANSWERING.

| SUBJECT. | No. of Pupils examined in subject. | No. of Passes assigned in subject. | Percentage of Passes to No. of Pupils examined in Class. | SUBJECT. | No. of Pupils examined in subject. | No. of Passes assigned in subject. | Percentage of Passes to No. of Pupils examined in Class. |
|-------------|------------------------------------|------------------------------------|--|---------------|------------------------------------|------------------------------------|--|
| READING. | | | | GRAMMAR. | | | |
| Class I., | 763 | 732 | 95.9 | Class III., | 558 | 445 | 79.7 |
| " II., | 693 | 660 | 95.2 | " IV., | 396 | 285 | 72.0 |
| " III., | 558 | 540 | 96.8 | " V., | 228 | 172 | 75.4 |
| " IV., | 396 | 367 | 92.7 | " V., | 91 | 67 | 73.6 |
| " V., | 228 | 228 | 97.6 | " VI., | 21 | 15 | 71.4 |
| " V., | 91 | 88 | 96.7 | Total, | 1,294 | 904 | 70.0 |
| " VI., | 21 | 20 | 95.2 | GEOGRAPHY. | | | |
| Total, | 2,750 | 2,650 | 96.4 | Class III., | 558 | 473 | 84.8 |
| WRITING. | | | | " IV., | 396 | 330 | 83.3 |
| Class I., | 763 | 733 | 96.1 | " V., | 228 | 198 | 86.8 |
| " II., | 693 | 667 | 96.2 | " V., | 91 | 72 | 79.1 |
| " III., | 558 | 541 | 96.9 | " VI., | 21 | 15 | 71.4 |
| " IV., | 396 | 376 | 94.9 | Total, | 1,294 | 1,068 | 82.1 |
| " V., | 228 | 222 | 97.4 | AGRICULTURE. | | | |
| " V., | 91 | 84 | 92.3 | Class IV., | 168 | 99 | 59.0 |
| " VI., | 21 | 19 | 90.5 | " V., | 93 | 58 | 62.4 |
| Total, | 2,750 | 2,642 | 96.1 | " V., | 42 | 26 | 61.9 |
| ARITHMETIC. | | | | " VI., | 25 | 13 | 52.0 |
| Class I., | 763 | 609 | 87.7 | Total, | 323 | 196 | 59.8 |
| " II., | 693 | 597 | 86.1 | BOOK-KEEPING. | | | |
| " III., | 558 | 455 | 81.5 | Class V., | 17 | 16 | 94.1 |
| " IV., | 396 | 317 | 80.1 | " V., | 10 | 6 | 60.0 |
| " V., | 228 | 203 | 89.0 | " VI., | 4 | 4 | 100.0 |
| " V., | 91 | 75 | 82.4 | Total, | 31 | 26 | 84.0 |
| " VI., | 21 | 15 | 71.4 | NEEDLEWORK. | | | |
| Total, | 2,750 | 2,331 | 84.8 | Class II., | 290 | 263 | 90.7 |
| SPELLING. | | | | " III., | 225 | 206 | 91.6 |
| Class I., | 763 | 708 | 92.8 | " IV., | 159 | 143 | 89.9 |
| " II., | 693 | 598 | 86.3 | " V., | 98 | 94 | 96.0 |
| " III., | 558 | 463 | 83.0 | " V., | 48 | 46 | 95.8 |
| " IV., | 396 | 323 | 81.6 | " VI., | 4 | 4 | 100.0 |
| " V., | 228 | 207 | 90.8 | Total, | 824 | 761 | 92.4 |
| " V., | 91 | 81 | 89.0 | | | | |
| " VI., | 21 | 17 | 81.0 | | | | |
| Total, | 2,750 | 2,407 | 87.5 | | | | |

(3.) EVENING SCHOOLS.

The total number of evening schools examined for results within the twelve months ended 31st December, 1891, was 42.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 2,106; Females, 707; Total, 2,813.

Number who had made 50 attendances, or over, within the results year, and were present and examined on day of inspection for results fees :—

Males, 889; Females, 298; Total, 1,187.

Percentage to number on Rolls, 42·2.

The average daily attendance for twelve months ended last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 1,185; Females, 396; Total, 1,581.

Centesimal proportion of number examined to the average daily attendance was 75·1.

The following figures show the number of pupils examined and the number who passed at the Results Examinations :—

| GRADES. | Number examined. | Number passed. | Percentage passed. |
|---------------------------------------|------------------|----------------|--------------------|
| Infants, | — | — | — |
| First Class, | 100 | 72 | 72·0 |
| Second Class, | 191 | 134 | 70·2 |
| Third Class, | 202 | 139 | 68·9 |
| Fourth Class, | 193 | 111 | 57·5 |
| Fifth Class (First Stage), | 191 | 108 | 56·5 |
| Fifth Class (Second Stage), | 156 | 95 | 60·9 |
| Sixth Class, | 154 | 66 | 42·9 |
| Total, | 1,187 | 725 | 61·1 |

Percentage of pupils examined in each class to the total number examined in all the classes :—

| | | |
|-------------------------------|-----------|-------|
| Percentage in Infants' Grade, | | — |
| „ Class I., | | 8·4 |
| „ Class II., | | 16·1 |
| „ Class III., | | 17·0 |
| „ Class IV., | | 16·3 |
| „ Class V., | | 16·1 |
| „ Class V., | | 13·1 |
| „ Class VI., | | 13·0 |
| Total, | | 100·0 |

GENERAL ABSTRACT of ANSWERING.

| SUBJECT. | No. of Pupils examined in subject. | No. of Passes assigned in subject. | Percentage of Passes to No. of Pupils examined in Class. | SUBJECT. | No. of Pupils examined in subject. | No. of Passes assigned in subject. | Percentage of Passes to No. of Pupils examined in Class. |
|-------------|------------------------------------|------------------------------------|--|---------------|------------------------------------|------------------------------------|--|
| READING. | | | | SPELLING. | | | |
| Class I., | 100 | 76 | 76.0 | Class I., | 100 | 72 | 72.0 |
| " II., | 191 | 156 | 81.7 | " II., | 191 | 124 | 64.9 |
| " III., | 202 | 177 | 87.6 | " III., | 202 | 138 | 63.4 |
| " IV., | 193 | 176 | 91.2 | " IV., | 193 | 131 | 67.9 |
| " V., | 191 | 180 | 94.2 | " V., | 191 | 146 | 76.4 |
| " V., | 156 | 154 | 98.7 | " V., | 156 | 156 | 97.2 |
| " VI., | 154 | 148 | 96.1 | " VI., | 154 | 140 | 90.9 |
| Total, | 1,187 | 1,067 | 89.9 | Total, | 1,187 | 877 | 73.9 |
| WRITING. | | | | BOOK-KEEPING. | | | |
| Class I., | 100 | 93 | 93.0 | Class V., | 14 | 14 | 100.0 |
| " II., | 191 | 186 | 97.4 | " V., | 2 | 2 | 100.0 |
| " III., | 202 | 191 | 94.6 | " VI., | - | - | - |
| " IV., | 193 | 179 | 92.7 | Total, | 16 | 16 | 100.0 |
| " V., | 191 | 160 | 83.8 | GEOMETRY. | | | |
| " V., | 156 | 129 | 80.8 | Class VI., | 2 | 2 | 100.0 |
| " VI., | 154 | 147 | 95.5 | Total, | 2 | 2 | 100.0 |
| Total, | 1,187 | 1,062 | 91.2 | ALGEBRA. | | | |
| ARITHMETIC. | | | | Class VI., | 4 | 2 | 50.0 |
| Class I., | 100 | 81 | 81.0 | Total, | 4 | 2 | 50.0 |
| " II., | 191 | 137 | 72.2 | | | | |
| " III., | 202 | 147 | 72.8 | | | | |
| " IV., | 193 | 118 | 61.1 | | | | |
| " V., | 191 | 119 | 62.3 | | | | |
| " V., | 156 | 103 | 66.0 | | | | |
| " VI., | 154 | 88 | 57.1 | | | | |
| Total, | 1,187 | 813 | 68.5 | | | | |

(4.) CONVENT AND MONASTERY SCHOOLS.

The total number of Convent and Monastery Schools examined for results within the twelve months ended 31st December, 1891, was 301.

Number of pupils on school rolls on last day of month preceding inspection:—

Males, 26,047; Females, 75,681; Total, 101,728.

Number who made 100 attendances or over within the results year, and were present and examined on day of inspection:—

Males, 15,455; Females, 42,620; Total, 62,075.

Percentage to number on Rolls, 62.0.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 16,828; Females, 50,404; Total, 67,232.

Centesimal proportion of number examined to the average daily attendance was 93·8.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

| GRADE. | Number examined. | Number passed. | Percentage passed. |
|-------------------------------|---------------------|-------------------|-----------------------|
| Infants, | 20,726 | 19,927 | 96·1 |
| First Class, | 9,788 | 8,872 | 90·6 |
| Second Class, | 8,567 | 7,466 | 87·1 |
| Third Class, | 7,353 | 6,109 | 83·1 |
| Fourth Class, | 5,857 | 4,876 | 83·3 |
| Fifth Class (First Stage), . | 4,451 | 3,699 | 83·1 |
| Fifth Class (Second Stage), . | 3,164 | 2,779 | 87·8 |
| Sixth Class, | 3,169 | 2,738 | 86·4 |
| Total, | 63,075 | 56,466 | 89·5 |

Percentage of pupils examined in each class to the total number examined in all the classes :—

| | |
|---|-------|
| Percentage in Infants' Grade, | 32·9 |
| „ Class I., | 15·5 |
| „ Class II., | 13·6 |
| „ Class III., | 11·6 |
| „ Class IV., | 9·3 |
| „ Class V ¹ ., | 7·1 |
| „ Class V ² ., | 5·0 |
| „ Class VI., | 5·0 |
| Total, | 100·0 |

GENERAL ABSTRACT OF ANSWERING.

| SUBJECT. | No. of Pupils examined in subject. | No. of Papers assigned in subject. | Percentage of Papers to No. of Pupils examined in Class. | SUBJECT. | No. of Pupils examined in subject. | No. of Papers assigned in subject. | Percentage of Papers to No. of Pupils examined in Class. |
|-------------|--|--|--|---------------|--|--|--|
| READING. | | | | GRAMMAR. | | | |
| Class I. | 9,788 | 9,415 | 96.2 | Class III. | 7,353 | 5,459 | 74.2 |
| " II. | 8,567 | 8,100 | 94.5 | " IV. | 5,857 | 4,375 | 72.9 |
| " III. | 7,353 | 7,017 | 95.4 | " V. | 4,451 | 3,028 | 68.0 |
| " IV. | 5,857 | 5,658 | 96.6 | " VI. | 3,164 | 2,282 | 72.1 |
| " V. | 4,451 | 4,334 | 97.4 | " VI. | 3,169 | 2,439 | 76.9 |
| " VI. | 3,164 | 3,115 | 98.4 | Total. | 23,994 | 17,483 | 72.8 |
| " VI. | 3,169 | 2,964 | 94.2 | | | | |
| Total. | 42,349 | 40,623 | 95.9 | | | | |
| WRITING. | | | | GEOGRAPHY. | | | |
| Class I. | 9,788 | 9,546 | 97.5 | Class III. | 7,353 | 5,869 | 79.8 |
| " II. | 8,567 | 8,291 | 96.8 | " IV. | 5,857 | 4,366 | 74.5 |
| " III. | 7,353 | 7,198 | 97.9 | " V. | 4,451 | 3,360 | 75.4 |
| " IV. | 5,857 | 5,733 | 97.9 | " VI. | 3,164 | 2,373 | 75.0 |
| " V. | 4,451 | 4,239 | 95.0 | " VI. | 3,169 | 2,428 | 76.6 |
| " VI. | 3,164 | 3,039 | 97.6 | Total. | 23,994 | 18,396 | 76.6 |
| " VI. | 3,169 | 2,966 | 93.6 | | | | |
| Total. | 42,349 | 41,052 | 96.9 | | | | |
| ARITHMETIC. | | | | AGRICULTURE. | | | |
| Class I. | 9,788 | 9,135 | 93.3 | Class IV. | 397 | 214 | 53.9 |
| " II. | 8,567 | 7,604 | 91.1 | " V. | 397 | 178 | 44.9 |
| " III. | 7,353 | 6,808 | 92.6 | " VI. | 218 | 118 | 54.1 |
| " IV. | 5,857 | 4,968 | 85.2 | " VI. | 287 | 186 | 64.8 |
| " V. | 4,451 | 3,840 | 86.3 | Total. | 1,299 | 696 | 57.5 |
| " VI. | 3,164 | 2,835 | 89.6 | | | | |
| " VI. | 3,169 | 2,667 | 84.1 | | | | |
| Total. | 42,349 | 37,577 | 88.7 | | | | |
| SPELLING. | | | | BOOK-KEEPING. | | | |
| Class I. | 9,788 | 8,991 | 91.8 | Class V. | 1,782 | 1,348 | 75.6 |
| " II. | 8,567 | 7,157 | 83.5 | " VI. | 1,279 | 873 | 68.3 |
| " III. | 7,353 | 5,519 | 75.1 | " VI. | 930 | 596 | 64.0 |
| " IV. | 5,857 | 4,405 | 75.2 | Total. | 3,991 | 2,817 | 70.5 |
| " V. | 4,451 | 3,561 | 80.0 | | | | |
| " VI. | 3,164 | 2,810 | 88.8 | | | | |
| " VI. | 3,169 | 2,818 | 88.9 | | | | |
| Total. | 42,349 | 35,261 | 83.3 | | | | |
| | | | | NEEDLEWORK. | | | |
| | | | | Class II. | 6,641 | 6,043 | 91.0 |
| | | | | " III. | 6,363 | 5,932 | 93.2 |
| | | | | " IV. | 5,279 | 4,960 | 94.0 |
| | | | | " V. | 4,091 | 3,727 | 91.2 |
| | | | | " VI. | 2,842 | 2,714 | 95.5 |
| | | | | " VI. | 2,677 | 2,589 | 96.7 |
| | | | | Total. | 27,093 | 25,963 | 95.4 |

APPENDIX O.

INFORMATION as to the "REID" BEQUEST.

REID BEQUEST.

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who munificently bequeathed £9,435 towards the advancement of Education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest, by the Commissioners of National Education.

PART 1.

During the Five years' service of a Monitor, there are two Principal Examinations, viz., one at the end of his Third year, and the other at the end of his Fifth year. After each of these Principal Examinations, the Reid Prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of Prizes:—

(a.) At end of Monitors' Third Year of Service:—

| | | | | | |
|--------------|-----|-----|-----|-----|-----|
| First Prize, | ... | ... | ... | ... | £20 |
| Second " | ... | ... | ... | ... | 18 |
| Third " | ... | ... | ... | ... | 16 |
| Fourth " | ... | ... | ... | ... | 14 |
| Fifth " | ... | ... | ... | ... | 12 |
| Sixth " | ... | ... | ... | ... | 10 |
| | | | | | £90 |

(b.) At end of Monitors' Fifth Year of Service:—

| | | | | | |
|--------------|-----|-----|-----|-----|------|
| First Prize, | ... | ... | ... | ... | £25 |
| Second " | ... | ... | ... | ... | 23 |
| Third " | ... | ... | ... | ... | 20 |
| Fourth " | ... | ... | ... | ... | 18 |
| Fifth " | ... | ... | ... | ... | 16 |
| Sixth " | ... | ... | ... | ... | 14 |
| | | | | | £115 |

This portion of the Scheme came into operation at the Examination of July, 1886.

PART 2.

The Trustees, also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their Course of Training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on, without dropping a year, to the Degree in Arts.

The recommendation of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

This portion of the Scheme has not yet come into operation.

PART I.—RESULT of the JULY EXAMINATIONS, 1891.

In accordance with the Reid Bequest Scheme (Part 1) for the advancement of Education in the County Kerry, immediately after the results of the July, 1891, Examinations of Monitors employed in the National Schools of Kerry were ascertained, the Commissioners of National Education selected the Six best answerers amongst Monitors in the Third year of service, and the Six best answerers amongst Monitors of Fifth year, and made the following awards :—

PRIZE MONITORS OF THIRD YEAR.

| Dist. | Roll No. | School. | Monitor. | Price. |
|-------|----------|-------------------------|-------------------------|--------|
| | | | | £ |
| 57 | 10,239 | Caherdaniel . . . m. | James Fenton, . . . | 20 |
| 54 | 4,459 | Currens, . . . m. | John Denny, . . . | 18 |
| " | 2,118 | Beckloin, . . . m. | Patrick Curran, . . . | 16 |
| 57 | 12,824 | Dungel, . . . m. | Michael Foley, . . . | 14 |
| 39 | 1,797 | Listowel, No. 1, . . m. | Michael O'Sullivan, . . | 12 |
| " | 10,591 | Asdee, . . . m. | John Cox, . . . | 10 |

PRIZE MONITORS OF FIFTH YEAR.

| | | | | |
|----|--------|-----------------------|-----------------------|----|
| | | | | £ |
| 39 | 13,540 | Murbur, . . . m. | Michael Harrahan, . . | 25 |
| 54 | 11,746 | Castlegregory, . . m. | Patrick Rehan, . . . | 22 |
| " | 11,272 | Chapelton, . . . m. | James Kirby, . . . | 20 |
| 39 | 542 | Kilbury, . . . m. | Denis Lawlor, . . . | 18 |
| " | 11,067 | Duagh, . . . m. | Edmond Stack, . . . | 16 |
| 54 | 12,820 | Cremane, . . . m. | Michael Foley, . . . | 14 |

Part II. not yet in operation.

APPENDIX P.

CARLISLE AND BLAKE PREMIUMS.

Extract from Appendix to Commissioners' Rules—Edition of 1890.

THE CARLISLE AND BLAKE PREMIUM FUND.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools* the interest accruing from the Private Bequests' Fund in Premiums, to be called "The Carlisle and Blake Premiums."

2. The interest from the accumulated funds available for premiums now amounts to £80 a year, and this sum will be distributed in premiums of £5 each—one for the most deserving Principal Teacher in each of the Districts every fourth year, upon the following conditions:—

- (a.) That the average attendance and the regularity of the attendance of the pupils are satisfactory.
- (b.) That a fair proportion of the pupils have passed in the higher classes.
- (c.) That, if a boys' or mixed school, taught by a master in a rural district, agriculture is fairly taught to the boys of the senior classes; and, if a girls' school (rural or town), needlework is carefully attended to.
- (d.) That the state of the school has been reported, during the previous two years as satisfactory in respect to efficiency, morality, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

3. No teacher will be eligible for a premium twice in succession.

4. The names of the teachers to whom premiums are awarded will be published in the annual report of the Board.

* Teachers of Model Schools, Convent Schools or other special schools are not eligible for this premium.

List of Teachers to whom CARLISLE and BLAKE PREMIUMS, for 1890, were awarded.

| County. | Diocese. | Roll Number. | Name of School. | Post Town of School. | Name of Teacher. | Classification of Teacher. | Amount of Premium. |
|---------------|----------|--------------|------------------|-----------------------------|---------------------------|----------------------------|--------------------|
| Donegal. | 1 | 8313 | Lettorkenny. | Lettorkenny. | Mr. Robert Quigg. | 1 st | 5 |
| Londonderry. | 2 | 2886 | Londonderry. | Londonderry. | Mr. David Bayda. | 1 st | 5 |
| Antrim. | 4 | 5568 | Crossog. | Kella, Ballymena. | Miss Isabella Allen. | 1 st | 5 |
| Do. | 8 | 12257 | St. Enoch's. | Bellfield. | Mr. Samuel M'Murray. | 1 st | 5 |
| Do. | 8A | 11713 | Ballyclare. | Ballyclare. | Mrs. Margaret Salkoe. | 2 nd | 5 |
| Sligo. | 12 | 1247 | Campbell. | Collooney. | Mr. Michael Rooney. | 1 st | 5 |
| Mayo. | 20 | 9576 | Crossmolina. | Crossmolina. | Mr. John Ryan. | 1 st | 5 |
| Meath. | 25 | 10035 | Donacarny. | Mornington, Drogheda. | Miss Ellen Brady. | 1 st | 5 |
| Resurrection. | 27 | 6508 | St. Patrick's. | St. Patrick's. | Mrs. Anne Fogarty. | 2 nd | 5 |
| Dublin. | 30 | 9795 | St. Patrick's. | Tyrose Street, Dublin. | Miss Kate O'Connor. | 1 st | 5 |
| Tipperary. | 36 | 9235 | Boher. | Kilbake. | Mrs. Mary Bonham. | 3 rd | 5 |
| Kerry. | 39 | 16332 | Dromara. | Lisdown. | Miss Nora Bonham. | 1 st | 5 |
| Dublin. | 40 | 3353 | Edmondstown. | Rathfarnham. | Mr. James Hegarty. | 1 st | 5 |
| Kilkenny. | 45 | 1288 | Tallow. | Tallow. | Mr. Timothy O'Leary. | 1 st | 5 |
| Clare. | 51 | 3998 | Bridgestown. | O'Brien's Bridge, Limerick. | Mrs. Margaret O'Sullivan. | 1 st | 5 |
| Cork. | 60A | 11462 | Upper Glanville. | Glanville, Cork. | Miss Johanna Twomey. | 1 st | 5 |

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